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ABSTRACT

An analysis of a 1979 questionnaire and interviews with young women leaving school or continuing their education in country areas of Tasmania revealed that the females were having greater difficulty in obtaining employment and were the most isolated when unemployed. For this reason it was considered desirable to continue the study. A questionnaire was sent in April 1981 to the 512 female students who were in Years 9 and 10 in 1978. The questionnaire was designed to provide information on the number of students entering the work force and continuing their education, employment histories and experience of unemployment of those leaving school, as well as to update 1979 information. Questions concerned activities of the females and their desire for further education. Additionally, the questionnaire was sent to 66 males to allow for male/female comparisons. Employers were questioned concerning their attitudes about the qualifications of those they employed. Responses were obtained from 117 of the 148 school leavers surveyed in 1979. Many findings from this follow-up study confirmed those of the initial study. Appendices include: the questionnaire used to survey high school leavers; transcripts of interviews with 30 females; a list of questions asked of employers; and findings and recommendations of the 1979 survey. (AH)

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Rex Stoessiger
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1. INTRODUCTION

The study of young women leaving school, or continuing their education, in country areas follows on from previous research undertaken both in Tasmania and in other States. The original work, an investigation of school leavers in three Tasmanian country areas, has been published as Leaving School in Rural Tasmania (1). Parallel studies were carried out in Queensland and Western Australia and the interstate findings reported in School Leavers in Country Areas (2). As well, the two mainland States have each published their own reports (3,4).

The aim of the original studies was to discover what happens to school leavers in country areas and how their perceived options and actual opportunities could be enhanced. In Tasmania, the three selected regions were the Huon, the Derwent Valley and the North East (see Figure 1). Background data was collected for each region including demographic information and the provision and outcomes of schooling.

An initial questionnaire was filled out by all Year 9 and 10 students in schools in the selected areas in November 1978. The questionnaire is included in Leaving School in Rural Tasmania as Appendix A (5). It was designed to provide data on potential leavers and some measures of their aspirations for the future and perceptions of post-school life.

A second questionnaire (6) was sent to actual school leavers in April/May 1979. Only those who had left full-time education were regarded as leavers. It was designed to provide information on the leavers' employment situations, the job search and their attitudes to work and unemployment. In addition 37 school leavers were interviewed in two groups:

(i) the unemployed, and

(ii) females whose school potential appeared greater than their employment status.

The analysis of the 1979 questionnaire and interviews revealed that the females were having greater difficulty in obtaining employment and were the most isolated when unemployed. For this reason it was considered to be desirable to continue the study. Accordingly, an application was

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1. Rex Stoessiger, Leaving School in Rural Tasmania, (Education Department of Tasmania, Hobart 1980).

2. Rex Stoessiger, School Leavers in Country Areas, (Education Department of Tasmania, Hobart 1980).

3. P. Dunnell, Country School Leavers, (Education Department of Western Australia, Perth 1980).

4. K. French, Leaving School in Rural Queensland, (Education Department of Queensland, Brisbane 1981).

5. Rex Stoessiger, Leaving School in Rural Tasmania, (Education Department of Tasmania, Hobart 1980), p.47.

6. ibid p.59.

made to the Education Research Grants Committee (E.R.D.C.) for funds for a follow-up study of the females in the original (1978) sample. This was approved late in 1980 and the aspects of the on-going investigation reported here commenced in 1981.

Late in 1981, when the data collection stage was almost complete, funds were made available by the Commonwealth Transition Program for an investigation of the attitudes of the employers of the rural school leavers studied. It was considered that a more complete picture of the process of transition to work would be obtained in this way. The complete sequence of events is shown on page 3.

SEQUENCE OF EVENTS

December 1977:	The study was accepted by the Schools Commission and funds provided.
June 1978:	Aim and basic methodology determined at a meeting in Canberra.
August 1978:	Western Australia, Queensland and Tasmania agreed to participate.
November 1978:	Initial questionnaire completed by Year 9 and 10 students in schools in the selected areas.
April-May 1979:	A second questionnaire sent to school leavers.
August 1979:	Interviews were conducted on sub-samples of the leavers.
March 1980:	Application to E.R.D.C. for follow-up study.
June 1980:	Leaving School in Rural Tasmania published.
December 1980:	E.R.D.C. funds approved.
April 1981:	Questionnaire sent to all females from 1978 questionnaire.
July-August 1981:	Interviews conducted.
December 1981:	Transition Program funds provided to study employer attitudes.
December 1981 - February 1982:	Employer interviews.

2. OUTLINE OF THE STUDY

The investigations mentioned above suggested that a follow-up study of the Year 9 and 10 females, originally surveyed, would be valuable. In particular it would allow a comparison of the Year 10 school leavers with those who continued their education. As well, the female leavers were considered to be the group most likely to demonstrate the personal and social consequences of extended unemployment and unsatisfactory career opportunities.

2.1 The study is based on several assumptions about schooling, work and unemployment, including the following:

* School leavers' access to useful work should not be prejudiced by their place of residence, sex or the socio-economic status of their parents.

* All students should strive for the most rewarding work (both personally and financially) possible.

* Higher status jobs are more likely to be obtained if students continue their education beyond year 10.

* A rural lifestyle is at least equal in quality to urban lifestyle.

2.2 Aim of the Study

The project has four main aims:

1. To provide information on the early employment histories, further education and mobility of female leavers.

2. To elucidate the personal and social consequences of extended unemployment in rural areas.

3. To assist the planning of education, social welfare and other government and community groups in the provision of services to rural female leavers. The employer study created an additional aim to those included in the E.R.D.C. application.

4. To provide information on the employers' attitudes to rural school leavers, as beginning workers, and their ability to meet employers' expectations.

2.3 Methodology

Information was collected in the following ways:

1. A questionnaire was sent in April 1981 to the 512 females who were in Years 9 and 10 in 1978. The questionnaire was designed to provide information on the number of students entering the work force and continuing their education, the employment histories and experience of unemployment of those leaving school as well as updating the information gained in 1979. Questions were included on the activities of the females and their desire for further education. The questionnaire is included as Appendix A. The questionnaire was also sent to a random sample of 66 males so that some male/female comparisons would be possible.

It was mailed to the home addresses students gave in 1978 along with a reply paid envelope and a brief report of the previous results. Follow-up questionnaires were sent to non-respondents. The questionnaire was mailed in April 1981 with the bulk of the responses coming back in the subsequent two months.

2. Two sub-samples were interviewed.

   (a) As many of the females, interviewed in 1979, who could be contacted, were re-interviewed.

   (b) Additional interviews were conducted with females not involved in the 1979 study, for example, those who continued their education beyond Year 10.

   A comprehensive list of topics where information was required was drawn up but a structured interview schedule was felt to be too restrictive. The interviews were allowed to flow freely and as most subjects proved very willing to talk this was entirely satisfactory. The one research officer conducted all interviews. Detailed notes were taken during the interviews and written up soon afterwards.

3. As mentioned above, an additional study of employer attitudes integrated into the project. A different interviewer was employed for this study and the methods adopted are given in detail in Chapter 6.

2.4 Response Rates

Questionnaires were sent to all 512 females in the original study and a random sample of 66 boys. Usable questionnaires were returned by 393 females (76.6%) and 49 males (74.2%). The response rates are well down on the 83% obtained in 1979 but not unexpectedly so, given the elapsed time of two years and the dispersal of the sample interstate and even overseas. Responses were obtained for 117 of the 146 (80%) female leavers surveyed in 1979.

2.5 Analysis

The questionnaire data was computer encoded and processed using the Statistical Package for Social Science (SPSS). Data was amalgamated with the responses from the 1978 questionnaire and from the 1979 questionnaire where it was available and information from all three questionnaires was processed together. This allowed cross-tabulations by father's occupation, employment expectations, expectation of unemployment, and so on. Differences were regarded as significant if the X^2 test was significant at the 5% level.

3. THE 1981 SITUATION

This section of the report gives an overview of the situation of the rural females surveyed in 1981. It depends largely on the results of the 1981 questionnaire, supplemented by interview data where relevant. Latter chapters compare the expectations expressed in 1978 with the 1979 employment situation.

The original sample was a mixture (nearly 50:50) of Year 9 and Year 10 students. Hence the 1981 picture is a composite one. It includes, among others, those who left Year 10 in 1979, those who left Year 11 or 12 in 1980, and those still in full-time education. In November 1978 the Year 9 students were about 14½ years old and the Year 10 students about 15½. So the 1981 sample provides a picture of 17 and 18 year old Tasmanian females originally from rural areas.

3.1 Those continuing their education

There were 66 respondents to the 1981 questionnaire in full-time education. The types of courses being undertaken are given in Table 1. Of the 38 at secondary college 33 were Year 9 students in 1978 and hence would not be further on than Year 12 in 1981. There were 15 students in higher education, all from Year 10 in 1978, indicating that 7.3% of the Year 10 students progressed

Table 1. Type of course studied by those in full-time education

	No	%
Secondary College (H.S.C.)	38	57.6
Technical	12	18.2
Advanced College	3	4.5
University	12	18.2
Other	1	1.5
TOTAL	66	100.0

directly to higher education. There is no similarly produced State-wide figure available. Of the number of females continuing to Year 12 about 40% continued to higher education. This compares with a State average of about 30% in 1977. (7) The number of students continuing their education to Year 11 is given in Table 2. The 28.5% of students continuing to

(7) Australian Students and their Schools (Schools Commission, Canberra, 1979) p 75.

Table 2. Level from which students leave school or college

	No	%
Year 11 or 12 leavers	112	28.5
Technical students	56	14.2
Year 10 leavers	219	55.7
Year 9 leavers	6	1.5
TOTAL	393	100.0

Year 11 includes both students doing part-time Year 11 studies and those who left school and returned to Year 11 one or two years later. In 1981 there were about 1600 full-time and 300 part-time Year 11 enrolments in Tasmanian secondary colleges. (8) Based on a 1980, Year 10 enrolment of 5945 this gives a gross retention rate of 32% for the State as a whole. Given that 58% of Year 11 enrolments are female (9) as are 50% of Year 10 enrolments this implies a female gross retention rate of about 37%. Clearly the rural females studied are less likely to continue to Year 11 than females in the State as a whole.

While Table 1 indicates that only 12 students were currently enrolled in full-time technical courses many others had either completed courses or were enrolled part-time. The numbers and types of courses are given in Table 3. A total of 56 students (14%)

Table 3. Leavers undertaking technical courses (full or part-time)

Type of course	No	%
Secretarial studies	22	39.3
Business studies	8	14.3
Dressmaking, beauty culture or other course	21	37.5
Trade course	3	5.3
Interstate technical course	2	3.6
TOTAL	56	100.0

had taken a technical course of some type. This figure can be compared to the State average retention rate from Year 10 into

(8) Hocking, et.al., A Data Base for Monitoring Further Education In Tasmania, (Education Department of Tasmania, Hobart, 1982), p 136.

(9) ibid, p 72.

technical courses (full and part-time) in 1981 of 25%. (10) Given that 38% of technical enrolments are females (11) the gross retention rate for females would be 19%. Hence the rural females studied have not taken technical courses on in the same proportion as females in the State as a whole.

In summary, less of the rural females studied proceed to Year 11 or technical education compared to females in the State as a whole. Although more of those reaching Year 12 proceed to higher education, the proportions reaching higher education is less than for the whole State.

3.2 Entering the workforce

Of the 393 respondents to the 1981 questionnaire 327 had left full-time education. Of these 244 or 75% had a job and 83 or 25% were unemployed. (12) Of the unemployed, 6 indicated that they had not applied for a job in the last six months while 4 others stated that they were not currently looking for work. In technical terms these people may not be considered as unemployed but will be included in the unemployed group in this report.

The June 1981 census gives unemployment rates for the whole State for 17 and 18 year olds as 18% for males and 22% for females. (13). The rural females studied are significantly more likely to be unemployed than the males, but not more than the females for the State as a whole.

Of those employed, 50 had part-time or casual work as shown in Table 4. With less than 60% of leavers having obtained full-

Table 4. Employment status of female leavers

	No	%
Full-time permanent employment	191	58.4
Full-time but not permanent	16	5.0
Part-time	34	10.4
Unemployed	83	25.4
No response	3	0.9
TOTAL	327	100.0

(10) Hocking, et.al., A Data Base for Monitoring Further Education In Tasmania, (Education Department of Tasmania, Hobart, 1981), p 136

(11) ibid, p 82.

(12) Note that 4 full-time students also had a job and are included in the employed category in later sections.

(13) Australian Bureau of Statistics, private communication.

time permanent positions, their situation in the workforce is best described as "marginal".

Not surprisingly the majority of leavers (212 or 65%) had experienced unemployment. The lengths of unemployment are given in Table 5. Sixty per cent of leavers had been

Table 5. Period of unemployment

	No	%
1-4 weeks	23	7.0
5-8 weeks	24	7.3
9-12 weeks	27	8.2
13-16 weeks	16	4.9
17-20 weeks	15	4.6
21-24 weeks	14	4.3
25-52 weeks	40	12.2
more than 52 weeks	27	8.2
Not unemployed	108	33.0
No response	34	10.4
TOTAL	328	100.0

unemployed for more than a month while about 20% had been unemployed for half a year.

3.3 Type of work obtained

The type of work obtained by those in employment is shown in Table 6. Clerical and shop work stand out as the major occupations of those studied. Very few have yet made it to professional ranks and even less into the skilled trades. The number of professionals could increase markedly when those in higher education qualify. Only 2 respondents were apprenticed in trades other than hairdressing, one to her father as a farm apprentice, the other as a mechanic in the Air Force. The interviews indicate that many of the operatives, domestic workers and labourers are employed in seasonal rural industries and are likely to be unemployed for considerable parts of the year.

Table 6. Employment categories of female leavers

	No	%
Professional (includes nurses and teacher aides	12	4.8
Clerical	86	34.7
Armed services/Police	2	0.8
Craftspeople	2	0.8
Shop assistants	74	29.8
Operatives/process workers	34	13.7
Domestic and service	27	10.9
Farm and other labourers	10	4.0
No response	1	0.4
TOTAL	248	100.0

3.4 How work was obtained

Leavers were asked how they obtained their jobs and the responses are as shown in Table 7. The importance of

Table 7. How work was obtained

	No	%
Through the C.E.S.	38	15.3
Other employment agency	6	2.4
Newspaper advertisement	46	18.5
Relatives or friends	52	21.0
Contacting employers	92	37.1
Through the school	9	3.6
No response	5	2.0
TOTAL	248	100.0

approaching employers directly and of having relatives or friends "in the know" is indicated by these results as it was by the previous studies. (14)

(14) R. Stoessiger, School Leavers in Country Areas (Education Department of Tasmania, Hobart, 1980), P 29.

3.5 Changing jobs

Of the 327 leavers in the work force only 79 (24%) had had more than one full-time job. The 149 leavers who had more than one job (full or part-time) indicated why they had left their last job and the results are given in Table 8. The

Table 8. Reasons for leaving last job

	No	%
The work was casual or part-time	48	32.2
Sacked, redundant etc.	38	25.5
Got a better job	22	14.8
Didn't like the work	15	10.1
Sickness or injury	9	6.0
Didn't like employer	5	3.4
Other	12	8.0
TOTAL	149	100.0

most frequent reason for leaving a job was that the work was of a temporary nature. Only 42 leavers had changed jobs of their own volition. This suggests that the leavers who get a permanent job are reluctant to leave it and the interviews present a similar picture.

There are 38 leavers (12%) who were sacked or made redundant. The interviews indicated that the business closing down was a major reason for loss of employment. Hence the number of leavers put off because their employers were dissatisfied with them must be quite small. This accords with the generally favourable views given by the employers (see Section 6).

3.6 Being unemployed

The type of work being sought by the unemployed mirrors that obtained by the employed group, with clerical and shop jobs being by far the most popular. Nearly 17% stated that they were interested in any type of work at all.

Over 80% of the unemployed had applied for a job in the last four weeks yet nearly 40% expect to be unemployed for much of the year or indefinitely.

The length of unemployment is shown in Table 9. With over 30% of the unemployed having been unemployed for more than

Table 9. Length of unemployment

	No	%
less than 1 month	7	8.4
1-3 months	10	12.0
3-6 months	19	22.9
6 months - 1 year	18	21.7
1 - 2 years	24	28.9
more than 2 years	3	3.6
No response	2	2.4
TOTAL	83	100.0

a year it is apparent that a sizeable group do not even manage to find casual work. The 20% who have been unemployed for less than three months presumably represent those who have had a casual job plus those who have recently lost their "permanent" job.

The numbers taking transition courses or attending C.Y.S.S. schemes are given in Table 10. The numbers in all three

Table 10. Numbers of the unemployed who have attended transition programs

Have attended:	No	%
E.P.U.Y. course	11	13.3
Transition course	2	2.4
C.Y.S.S. centre	9	10.8

cases are small. Such programs are clearly not important sources of support for these unemployed rural females, either because they are not availble or not utilised.

The major activities of unemployed young women in rural areas continues to be working around the home (83% do this daily), looking for work (33% on a daily basis) and watching T.V. (59% daily). Only 29% spend time with their friends weekly or daily. Over 30% visit the C.E.S. on a weekly or daily basis. Nearly 46% indicated that they had had no job or course advice from C.E.S. during the year and of the remainder only half had found the advice useful.

An alarming 73.5% claimed that they did not know of any courses they could take and still keep their unemployment benefits. E.P.U.Y. courses were the only ones mentioned by a significant number of the unemployed (7 out of 83). Transition courses were not even mentioned by these rural females.

The unemployed were asked how often they had interesting things to do. Nearly 80% sometimes or always have interesting things to do while 10% are desperate for something to do. The responses to the question, "How much does unemployment worry you?", are given in Table 11.

Table 11. Concern about unemployment

	No	%
It worries me a lot	72	86.7
It doesn't matter much	5	6.0
It doesn't worry me at all	4	4.8
No response	2	2.4
TOTAL	83	100.0

Being unemployed is not a satisfactory state for these leavers. They are largely isolated from their friends and spend most of their time working at home or watching T.V. They get very little support from E.P.U.Y. or C.Y.S.S. programs and almost none from the State-Commonwealth Transition Program. While there is a sizeable group of long term unemployed there are considerable numbers who are unemployed in between seasonal jobs. The interviews indicate that even leavers in permanent jobs can find themselves unemployed with almost no notice and in that situation find it difficult to re-enter permanent employment.

3.7 Forming permanent relationships

The interviews suggest that the school leavers who find it difficult to get work will consider starting a family. Of the 327 leavers (mainly 17 and 18 year olds) 20 or 6% were married or in a defacto relationship, while 12 (4%) had one or more children. A possible comparison can be made with the 1976 census figure of 8.5% of female Tasmanian 15-19 year olds who are married (15). However, the difference is not significant.

(15) Australian Bureau of Statistics, 1976 Census of Population and Housing (Canberra)

Note: 1981 Census figures not available.

3.8 Place of Residence

The places of residence at the time of the 1981 questionnaire are given in Table 12. The preference for rural school leavers to remain in their home areas is confirmed by these results. Of those leaving home about half board and half get a flat.

Table 12. Place of Residence

	No	%
Live at Home	248	62.9
Board with Relatives/Friends	25	6.3
Board not Relatives/Friends	43	10.9
Rent Flat/House with Others	35	8.9
Flat/House on own or with partner	28	7.1
Other	15	3.8
TOTAL	394	100.0

It is interesting to compare the place of residence of the employed, unemployed and full-time education groups. This is shown in Table 13. There are very big differences between the group in full-time education and the others. Less than 30% of the students live at home compared to 66% of the employed leavers. The majority of students are in private board. Employed leavers are more likely to have a flat than the other groups.

Table 13. Place of Residence of Employed, unemployed and full-time education groups

	Full-time Education		Employed		Unemployed	
	No	%	No	%	No	%
Live at home	19	28.8	160	65.6	66	79.5
Private board	36	54.5	25	10.2	7	8.4
Flat	3	4.5	50	20.4	8	9.6
Other/No response	8	12.1	9	3.7	2	2.4
TOTAL	66	100.0	244	100.0	83	100.0

Nearly 80% of unemployed leavers still live at home, significantly more than the employed group. This is not surprising given the cost of private board and flats. Media suggestions of groups of young unemployed people pooling their dole cheques to rent flats obviously do not apply to the rural females in this study.

3.9 Activities

Respondents were asked to list the activities they do in their spare time. The first three activities mentioned by the respondents are given in Table 14.

Table 14. Spare time activities

Type of Activity	No	%
Domestic (e.g. Cooking, Sewing etc.)	161	18.4
Sporting	264	30.3
Farm Work	13	1.5
Hobbies and Crafts	130	14.9
Social	113	13.0
Reading	118	13.6
T.V., Records, etc.	38	4.4
Self Improvement	33	3.8
TOTAL RESPONSES	870	100.0

Clearly sporting activities are the most frequent for the rural females, with over two-thirds of the respondents mentioning it in their first three activities. Domestic activities are also important followed by hobbies, reading and social activities. Watching T.V. or self-improvement activities are relatively less important.

It is revealing to compare the activities of the employed and unemployed groups as shown in Table 15.

Table 15. Spare time activites by employment status

	Employed		Unemployed	
	No	%	No	%
Domestic	100	18.7	42	23.2
Sporting	175	32.8	42	23.2
Farm Work	10	1.9	2	1.1
Hobbies and Crafts	77	14.4	25	13.8
Social	72	13.5	22	12.2
Reading	74	13.9	25	13.8
T.V., Records etc.	19	3.6	12	6.6
Self Improvement	7	1.3	11	6.1
TOTAL RESPONSES	534	100.0	181	100.0

The employed group is much more likely to undertake sporting activities than those unemployed while the latter group is more likely to do domestic duties. The unemployed group is also more likely to undertake passive activities like watching T.V. or to undertake self improvement activities (e.g. courses).

The striking difference is that for sporting activities, where, it might be expected that with more "leisure" time the unemployed group would play sport more frequently. Similarly the unemployed are not more active socially or more likely to do hobbies or crafts.

These results are consistent with the previous work which suggested that the rural females, when unemployed are largely isolated in the home with their major activities being housework and watching T.V. As noted in Section 4.5 they are unlikely to own a car so undertaking hobbies or social and sporting activities would be difficult. As well they may not be able to afford the equipment required.

When asked if there were enough things for young people to do in their spare time 63% responded "yes" and 35% "no". The ones who wanted more activities requested principally sporting and social activities, with only 11 respondents preferring more educational activities.

Significantly, 47% of the unemployed group wanted more spare time activities compared to 31% of employed leavers.

3.10 Educational Interests

When asked specifically if there were interests that they would like to learn more about 172 (44%) gave a positive response. The types of courses desired are given in Table 16. Craft and hobby courses are most popular although there were a similar number of requests for technical and school courses. These results suggest that the provision in rural areas of upper secondary, technical and adult education courses, relevant to young women, would be worthwhile.

Table 16. Courses desired (a maximum of two coded per respondent)

Type of Course	No	%
School of college	36	16.3
Technical certificate	41	18.6
Trade	12	5.5
Craft	28	12.7
Hobbies	63	28.6
Self Improvement	31	14.1
Other	9	4.1
TOTAL	220	100.0

4. THE 1979 LEAVERS

As indicated in Section 2.3, 117 of the 146 female leavers who were surveyed in 1979 responded to the 1981 questionnaire. As well some interview data, both in 1979 and 1981 is available for these leavers. They are therefore an important sub-sample, providing information on the early career development of rural females. The leavers are nearly all from Year 10 in 1978, the exceptions being five Year 9 leavers.

4.1 Further Education

Very few of the 1979 leavers have returned to education. Two (2%) have returned to school (or college), eight others (7%) have taken some other full-time course while 14 (12%) have taken a part-time course.

4.2 Employment

While it was indicated in section 3 that the female leavers found it difficult to find employment, the situation for the 1979 leavers had improved considerably by 1981. The employment situation is shown in Table 17.

Table 17. Employment of 1979 female leavers in 1979 and 1981

	1979		1981	
	No	%	No	%
Employed	73	62.4	92	80.7
Unemployed	44	37.6	22	19.3
TOTAL	117	100.0	114*	100.0

* Excludes three leavers returned to full-time education.

The improvement is from an unemployment rate of 37.6% in 1979 to 19.3% in 1981. However, the proportion employed in 1981 is still low. Interestingly it is similar to the male rate in 1979. (16) *In other words it has taken the females two additional years in the workforce to achieve the same level of employment as the males achieved soon after leaving school.*

(16) ABS, 1976 Census of Population and Housing (Canberra)

The number of leavers with full-time and permanent work is given in Table 18. The proportion of part-time employees has increased dramatically while full-time, permanent employment has

Table 18. Employment status of 1979 female leavers in 1979 and 1981

	No	%	No	%
Full-time, permanent employment	52	44.5	66	57.8 (c.f. Table 4)
Full-time not permanent	7	6.0	7	6.1
Part-time	11	9.4	19	16.7
Unemployed	44	37.6	22	19.3
No response	3	2.6	-	0.0
TOTAL	117	100.0	114*	100.0

* Excludes three leavers returned to full-time education.

also increased. However, the proportion with full-time permanent work in 1981 is still a little lower than the 60.2% for male leavers in 1979. (17) The difference between the 1979 leavers and the sample as a whole (Table 4) is in the larger proportion with part-time work and a correspondingly lower unemployment rate. Many of the 22.8% in part-time and casual employment are engaged in seasonal rural industries and are likely to experience considerable periods of unemployment during the year.

Given that employers prefer young employees (see Section 6) it is hard to imagine that many of the 40% who have not obtained a substantive position during 2½ years in the labour market will obtain such a job in the next few years.

4.3 Type of employment held by the leavers

As Table 17 indicates, the number employed has increased by 18% over two years. The jobs held in 1979 and 1981 are given in Table 19.

(17) ABS, 1976 Census of Population and Housing (Canberra).

Table 19. Type of work

	1979		1981	
	No	%	No	%
Professional	2	2.7	2	2.2
Clerical	19	26.0	20	21.7
Shop assistants	29	39.7	30	32.6
Operatives and process workers	13	17.8	18	19.6
Personal and domestic workers	9	12.3	15	16.3
Farm and other labourers	1	1.4	5	5.4
Other	-	0.0	2	2.2
TOTAL	73	100.0	92	100.0

The additional positions obtained by the leavers have been in lower status jobs, as operatives, personal and domestic workers and as labourers. These three categories have increased from being 31% of the work held in 1979 to 41% in 1981. Despite this, shop work remains the major single source of employment for the leavers studied.

4.4 Job satisfaction

Leavers were asked in both 1979 and 1981 how much they liked their jobs. Their responses are given in Table 20. There was an increase in the number responding "not much" but the

Table 20. Liking of job

	1979		1981	
	No	%	No	%
Very much	31	42.6	34	36.9
Quite a lot	29	39.7	38	41.3
Not much	9	12.3	16	17.4
Not at all	2	2.7	3	3.3
No response	2	2.7	1	1.1
TOTAL	73	100.0	92	100.0

changes were not significant. As in 1979, a considerable majority of leavers still like their jobs "quite a lot" or "very much".

However 43% of the 1981 respondents indicated that they would prefer some other job to that currently held. The two categories most preferred were personal and domestic (often hairdressing) and clerical work.

Both groups of leavers were asked if they thought they would be in their present job in 12 months time. In 1979 32% gave a negative response which had dropped to 20% in 1981 but again the change was not significant.

Overall leavers like their present jobs and expect to remain in them. However, a considerable minority would prefer some other job if it was available.

4.5 Place of work and transport

There were no significant changes in the place of work of leavers. There was a small increase in the percentage working in their own home district and a decrease in those working in the city. By 1981 67% were working in their home district or a nearby town or district. The reluctance of rural school leavers to leave their home areas as indicated in the previous work is just as evident after 2½ years in the work force.

What has changed significantly is how they get to work. In 1979 only 1 leaver (1.4%) travelled to work in her own car, by 1981 33 (35.9%) travelled in their own car. The large decreases were in those travelling by public transport (21.9% to 10.9%) and those with a regular lift (49.2% to 28.3%). It is interesting to compare the proportions of employed and unemployed leavers in the 1981 sample as a whole who own a car. This is given in Table 21. While 42.7% of the employed leavers own a car only 19.3% of the unemployed do. Clearly being able to buy a car is one of the important rewards of obtaining a job.

Table 21. Car owners by employment status (1981 female respondents)

	Employed		Unemployed	
	No	%	No	%
Own a car	106	42.7	16	19.3
No car	139	56.0	65	78.3
No response	3	1.2	2	2.4
TOTAL	248	100.0	83	100.0

5. ATTITUDES TO WORK AND EDUCATION

This section is largely based on the interviews conducted in 1981. Where possible those who were interviewed in 1979 were re-interviewed and an additional random sample of leavers and those continuing with their education, were also interviewed. The full interviews are given in Appendix B.

5.1 The importance of getting a job

The interviews both with the employed leavers and their employers (see section 6) revealed a very able group of employees, capable of upper secondary or higher education, who had taken low status jobs rather than continue their education. The most powerful impetus for leaving education was the possibility of getting a job combined with the fear of ending up with a less satisfactory job, or none at all, after more education.

Here are some examples.

* Mabel originally planned to do a receptionist course at a college in the city but when she managed to get a "permanent" job she preferred to take it. Now the business has closed and she is working in her parents' shop and looking for another job.

* Cathy, who had intended to become a teacher said, "Becoming a teacher would have meant giving up six years of my life - and no one will thank me for it ... And there may be no jobs available at the end of it all." Cathy now works for the local dry-cleaners.

* Meg had planned to do HSC and had won a $50 bursary. But she felt she had "had enough" of schooling and wrote to several banks and was offered a job. She believes she made the right decision in taking the job as she may have ended up unemployed after completing her HSC.

* Cynthia had excellent school results but when she got a job in the local hospital she took it in preference to leaving her home for HSC study. She works as a kitchen hand. She knows of others who completed HSC but could only get a job in a food processing factory.

* Mandy said she stayed because she had a shop assistant's job. "I should have listened to my father and gone on to HSC" she says now that the shop is sold. She can only find part-time work as a child-minder at the present time.

One interviewee had a reverse experience to those above. Clare had never considered continuing beyond Year 10 and had a hairdressing job on trial. However her parents moved to the city and reluctantly, she went with them. As a result she ended up studying HSC at a college. She feels now that work was boring and repetitive compared to being at college.

The other factors mentioned were being sick of school (e.g. Meg), the desire to earn a salary and an unwillingness to leave home to study in the city (e.g. Cynthia).

The interviews suggest that not only do these rural school leavers have a positive attitude to obtaining work but that their attitude may be too positive. As a result they overvalue getting a job, regardless of its capacity to utilise their talents, and undervalue continuing their education. Impediments to continuing their education, such as needing to move to the city, become major obstacles.

As a consequence the competition for the available rural jobs, particularly as shop assistants, becomes intense with the better students winning out. Average students end up with low status or casual jobs or being unemployed.

But, as two of the above interview segments indicate, getting a "permanent" job may not mean living happily ever after. Small rural businesses often change hands and occasionally fail, leaving their employees out of work. Finding another job may be difficult, particularly as employers prefer to get leavers straight from school because they are on lower wages (see Section 6).

5.2 The value of education

When the interviewees were asked what they thought of the education they had received at school the general response was favourable. The most common reservations concerned basic skills, particularly English expression. Some of the comments made were:

* Kim believes she received a good education at school but only simple mathematics has been of any use to her since she left. She believes the school should have had a course to prepare her better for shop work.

* Meg is pleased with her education and that she worked hard to obtain good results. "I wouldn't have this job if I hadn't", she said. She thinks schools should also teach you how to deal with people.

* Lyn, who is now studying for HSC does not think her schooling was adequate. Her English was poor compared to city students and they were not taught any theory in art. However she enjoyed her schooling and liked the teachers.

* Mandy felt that she was not taught the things she needed for her shop job like spelling and simple arithmetic, well enough. She said she would have liked to learn more history and current world events, "because they are useful to talk about".

* Diana says that if you wanted to learn at school you could. She has found typing and commerce useful in her office job.

* Carmel feels she had a good education and liked school. But it hasn't been of use in her work as a shop assistant.

The problem of inadequate staffing of district schools is referred to by a few leavers. It is probably a problem no longer since the implementation of the report on the future of district schools (18). These schools now no longer exist, having been upgraded to district high schools in most cases.

The leavers' schooling has little relevance to their present jobs. This is not surprising if, as mentioned above, students in the top academic stream are taking jobs as shop assistants. It does provide a problem for schools if they are to be expected to prepare students for further academic study and shop assistants' jobs simultaneously. Certainly they must keep in mind that even their brightest students may well end up in low status jobs.

5.3 Likelihood of returning to education

The leavers do not appear likely to return to education in the next few years. There are several contributing reasons. For many, the need to leave their home district, family and friends is still a barrier. Where leavers have managed to get a permanent job they are unlikely to leave it voluntarily. Now that they are used to earning money the prospect of little or no income as a student is not appealing. In addition several leavers had begun to doubt their ability to cope with school work after a gap of several years.

* Cathy, for example, is interested in doing HSC through external studies. However the difficulties of both working full-time and studying at night have put her off so far. She does not think it likely that she will return to full-time education now she is used to having a full income.

* Mabel has been reconsidering a receptionist course at a technical college since she has lost her job. She feels she would have to do the course part-time and get a part-time job so she can support herself.

* Mandy says she is not sure if she could go back to education. She says that you forget all you have learnt and the work changes.

* Hilda, who is currently unemployed, has considered doing HSC, but she does not want to leave her area and her boyfriend and is not sure how well she would go now.

(18) The Future of District Schools in Tasmania
(Education Department of Tasmania 1978)

6. EMPLOYERS' PERCEPTIONS

Late in 1981, funds were made available by the Commonwealth Transition Program to extend the study of female leavers in Tasmanian rural areas by an investigation of the perceptions of their employers. The overall study would then reflect the views of all three groups; students, leavers and employers, and give a more complete picture.

6.1 The Employer Interviews

It was proposed to interview about sixty employers from the three Tasmanian rural areas studied. These were to be the employers of those school leavers who had been interviewed as well as other important employers of rural school leavers.

Twenty-eight employers of previously interviewed leavers were identified and twenty-two interviews were obtained. Two employers could not be contacted and four others were not available for interview during the late December-January holiday period when interviews were conducted.

A further group of employers was obtained from the questionnaire responses of the sample as a whole and an additional twenty-five interviews were conducted in February-March 1982. In total 47 employers were interviewed, 12 from the North-East, 14 from the Huon, 9 from the Derwent Valley and 12 from city areas.

A large list of questions was drawn up (see Appendix C) and used as appropriate for the particular employer interviewed. They included questions about the nature of the job, the applicants for the job, the selection process and the particular employee's attitude and ability.

Employers were asked if any courses could be provided to better prepare leavers for employment, what training was needed in the job and how best this could be provided. Questions were also asked about the situation and suitability for employment of country school leavers in general.

Employers were contacted at their place of business and most interviews were conducted there. Many interviews were interrupted frequently by the need to attend to customers or other staff. Despite this, employers were usually extremely helpful and gradually opened up as interviews progressed. Only one employer was both reluctant to be interviewed and objected to answering specific questions during the interview.

6.2 The Job Vacancy

The majority of jobs obtained by the school leavers were in either the secretarial or shop assistant area. Employers of leavers working as a farmhand, machinist, waitress, process worker, domestic, teacher aide, nurses aide and public service clerk, were also interviewed.

Few of the jobs were advertised with the C.E.S. Those firms which did utilise the services of the C.E.S. were either city firms or country firms which were branches of city firms. With the exception of local councils, practically no local country employers used the C.E.S. or major newspaper, preferring to advertise in the local paper or just ask around the community. A large supermarket owner commented, "I don't ask C.E.S., they always send kids from the bottom of the pile - no hopers, rubbish". Two employers mentioned that the C.E.S. had sent along people who didn't want the job but felt obliged to come to the interview.

The majority of rural positions were filled on the recommendation of an existing employee or someone else known to the employer.

The principal of the local secondary school usually played a prominent part in the selection of job applicants. Practically all country employers contacted the principal for verification of applicants' references and in several cases, employers avoided advertising and rang the principal for recommendations of suitable staff. In other cases, employers found employees from the community but still checked with the principal before actually taking someone on.

Because of the closeness of the area, country employers tended to know the families of the young people they employed. Parental help was occasionally solicited when a young employee did not seem to be making satisfactory progress. One disadvantage pointed out by some employers is that they have to be very careful to select suitable employees at the outset, as sacking an unsatisfactory employee may alienate sections of the community and hence may mean considerable loss of business.

With only one exception (that of one employer who had employed and dismissed two girls who had begun under S.Y.E.T.P.), no country employers utilised such subsidy schemes as S.Y.E.T.P. Many employers did not know such schemes existed. City employers were more likely to utilise such schemes.

6.3 The Job

Where the vacant job was advertised there were a number of applicants ranging from six for a casual job in a small centre to over forty for a hospital job. The majority of employers expressed concern at the quality of these applicants. Going on their attitude and appearance, employers felt that many did not want employment and others simply had no idea of interview behaviour. Some criticism was levelled at schools in this regard.

Some specific criticisms of the job applicants were:

* "... they are not mature enough, don't know how to talk to people.

* "Half were half asleep. They had no go in them."

* "You would never employ some because of their attitude that they could just walk into a job and suit themselves in what they did."

* "We need to ask the high school for people, but those referred were not satisfactory. We contact the Catholic school now. They are better prepared for work."

* "Very few girls can do even basic Maths. Even their school reports are bad. Young people are taught to use calculators, but they need to be able to do some calculations in their heads."

On the positive side there was mention of several good applicants for the one job. For example:

* "This position was not advertised because there were still good people on the short list ..."

* "It was fairly easy to cut down the list to four people but hard to choose then."

* "There were about 42 applicants. The whittling down process is tragic."

In most cases, country employers found that running a small business in a country town gave them advantages not experienced by their city counterparts. With an extremely high unemployment rate among young country women, employers have a large pool from which to pick and choose suitable staff. Most employers expressed concern at the number of young women unemployed in their area.

6.4 Employers' Views of their Employees

Although many employers were critical of young job applicants, in general they had quite the opposite view of their own employees. In praising the young female workers they considered them "the exception to the rule". The comments made included:

* "She is marvellous with customers. They all love her."

* "Her skills - natural intelligence, self-motivation and self-confidence - are surprising in one so young."

* "She is one in a million - rates high on all counts."

* "We are now able to get away from time to time to Melbourne to do buying, leaving her in charge."

* "She rates highly in all areas. She does a fantastic job."

* "She is too good to be in the job she is in."

Virtually all of the employees were rated medium to high in all aspects of the job.

It was obvious, in practically every interview with the small business people (both city and country), that employers seemed to very much care about and almost 'protect' the young people working for them, often seeing them as some sort of extended family.

In most cases, the employer was pleased with the progress and skills of their employee, although it was often pointed out that they would not have employed that person in the first place had they not been sure that they would be a satisfactory employee.

Most of the leavers were in jobs offering little chance of advancement being either in the unskilled or semi-skilled category. The majority of their employers felt that the young women in question were capable of much more challenging employment but that in a country area the chances of them finding such employment were very slight.

A small number of employers said that their employees were probably working at their level of competence. The few who expressed dissatisfaction at the employee's level of work had already dismissed them. Reasons given for dissatisfaction were: low literacy and numeracy; poor manner with customers; slowness at work following an accident; and unreliability, partly due to family pressures.

6.5 Future Employment

Virtually all employers expected the employees in question would remain with them until they got married and/or started a family. They expect this to happen in the next two or three years.

The majority of employers said that they never put staff off when they reach senior status or marry. However the expected pattern of family formation would suit those employers who preferred juniors because of their lower wages. There were a few cases where it appeared that employers had put off staff who turned eighteen but increased salary was not mentioned as an important factor by the employer.

No employers envisaged their employees returning to education to qualify for a more challenging job.

6.6 The Employers view of schools

Including dissatisfaction with the education of some job applicants about a third of the employers mentioned some reservations about schools. For example:

* "Schools spend a lot of time in airy fairy subjects."

* "Schools need to develop young people's characters in respect to public relations. They tend to lack confidence."

* "Legible writing is one of the main things needed."

* "I was asked to speak to the Grade 10 students about employer expectations and was shocked by students chewing, slouching and sleeping in class."

* "Schools are basically doing a good job. But there should be less freedom. Too much freedom is detrimental to employment."

* "Almost without exception, kids have no idea of interview technique. Many say that they won't be staying in the job or they are not interested in learning new skills. Kids should also be taught to ask questions of potential employers - most interviewers deliberately leave out information to see if the person will ask."

A smaller group, about half the number of dissatisfied employers, had positive comments about schools. These included:

* "Schools are doing a lot more than they used to. Work experience is a great thing."

* "I am very impressed with the local (District) High School. I was chairman of the P&F for a long time. I feel that those who leave Grade 10 have as good an education as any."

6.7 Possible Training Courses

Employers were asked if they would like to see any courses provided to prepare people better for employment in their businesses. The only suggestions were:

* Cash register work;

* In-service training for teachers aides;

* Interior decorating course;

* Catering and food preparation (for both a hospital and fast-food outlets).

Most employers, however, preferred to get juniors straight from school and train them in the specifics of their businesses themselves.

6.8 Attitude to Country Leavers

Most of the city employers interviewed said that they preferred country leavers. Here are some comments:

* "Country girls make the best employees ... they are more settled in their home life. Country girls usually get in there and work hard."

* "Country people are better. They are brought up differently and are used to working and lending a hand around the home."

* "I prefer country girls ... they are more reliable."

* "Country kids are quieter in their attitude and seem to take a more challenging outlook to city kids."

* "I prefer employing country kids. I'm biased in their favour knowing they really have to make an effort to come to interviews."

Some rural employers mentioned that they believed that city employers may well not consider country leavers because they would have difficulty getting to work on time. They felt that this was unfair. It was up to the employee to make sure they got to work.

6.9 Attitude to females

Several employers mentioned the superiortiy of young female employees to young males. Their comments included:

* "Our hardware job was originally advertised for a boy as tradesmen take time adjusting to girls having this job. Only three applications were received, none were any good. We changed the advertisement to male or female - twenty female applications were received and a girl was given the job. Girls leave boys for dead even in more male stereotyped jobs. This might be because the best boys leave town to take up apprenticeships.

* "Girls make better employees than boys. They have more energy and are more reliable. Girls will do any work - boys have trouble getting out of their own road."

* "Female job applicants are usually very good. Males not so much."

* "Boys are good for the first 4-6 months then lose interest and become apathetic ...."

6.10 Implications for transition education

The employees in this study were largely year 10 leavers and employers indicated that they are at the best age to be employed given existing salary scales. Employers prefer to train their employees themselves and because the employees are capable of more demanding work, they are easily trained. In these circumstances it is difficult to see how conventional pre-employment and other transition courses would improve the job prospects of the leavers studied.

One area in which improvement could be made is in the area of interview technique. Several employers felt that interviewees could present themselves better and ask more questions about the job.

7. CONCLUSIONS

Many of the specific findings of the initial study are confirmed by this follow-up. Rather than repeat them here the findings and recommendations from School Leavers in Country Areas (reference 2) are included as Appendix D.

The broader issues that have emerged from the present study are as follows.

7.1 The young women leaving school in the areas studied are keen to find work and those who do get jobs make excellent employees.

The interviews indicate that the leavers are keen to find work and willing to take low status or casual jobs. For the leavers who entered the work force in 1979 the additional jobs found in the subsequent two years have largely been in lower status jobs and there has been a considerable increase in part-time employment with a corresponding decrease in unemployment (Tables 18 and 19).

Virtually all of the leavers whose employers were interviewed (Section 6.4) were rated medium to high in all aspects of their work. Several employers gave glowing tributes to their employees' work.

7.2 The situation of the rural females attempting to enter the workforce is precarious.

This study indicates the difficulties faced by female school leavers. It has taken them two additional years to achieve the same level of employment as their male counterparts achieved soon after leaving school. Even then, less than 60% had full-time permanent jobs.

Yet even "permanent" jobs may not be all that permanent. The interviews revealed several cases of businesses changing hands or failing and leaving their employees out of work. Because employers seem to prefer leavers straight from school, these older unemployed leavers (17 and 18 year olds) may find it difficult to get another similar job.

7.3 The emphasis given to getting a job by politicians, the media and schools appears to be proving counter productive and may well be increasing the unemployment rates in rural areas.

As Section 5.1 indicates, the rural females seem to overvalue getting a job, regardless of its capacity to utilise their talents, and undervalue continuing their education. The employer interviews reveal a group of very capable employees working in jobs below their capabilities. Several interviews were of leavers with the expectations, while at school, of professional careers and good school results, who had left school at year 10 to take shop assistants jobs or something similar.

When students with higher qualifications are getting the clerical and retail jobs, the average students can often only obtain casual jobs, or be unemployed. If the education system and the community at large encouraged students to continue their education and strive for more challenging jobs the numbers unemployed in rural areas would fall.

7.4 Post-school transition programs, apart from E.P.U.Y., have done little for the unemployed leavers and in their present form, it is difficult to imagine how they could be of significance in the situation revealed by this study.

While 13% of the unemployed leavers had taken an E.P.U.Y. course, only two had undertaken a transition course. Over 70% did not know of any course they could take and still keep their unemployment benefits. In this context, less than 10% of the unemployed leavers mentioned E.P.U.Y. but no-one even mentioned a course run under the State Commonwealth Transition Program.

Employers have first rate employees whom they prefer to take straight from school given existing salary scales. As they prefer to train their new employees themselves, with very few exceptions, pre-employment courses would be of no value.

Post-school transition courses for leavers are unlikely to improve the job chances of less successful students because of the consistent practice of rural employers in contacting the school principal when selecting new employees.

Transition programs would need to be dramatically changed to be of relevance to rural leavers. Some possibilities that could be tried are:

* community based programs designed to help rural communities support their unemployed young people;

* programs designed to bring mainstream education and training courses (such as H.S.C. and T.A.F.E. certificate courses) to rural areas;

* programs with both training and job creation components.

7.5 Employers were generally unimpressed with the standard of most (unsuccessful) job applicants, yet were very pleased with the young women they had employed.

There is a contradiction here. Even though employers can be very selective it is not possible for virtually all the employees to be excellent and the applicants in general to be poor. It may be that employers' views of young people in general come from external sources (including the media) and their own experiences are viewed as exceptions.

7.6 A comprehensive youth policy (or youth guarantee) that provides acceptable post-school roles in work, education, training and community service for all young people would seem to be one of the few options capable of making a significant improvement in the situation of the school leavers studied.

The employment situation of the young women studied was much worse than their male counterparts and is best described as precarious in 1981.

However, given the drought of 1982 and the contraction in many industries, the employment situation of female leavers is likely to be even worse in 1983 and, given a large drop in the number of apprenticeships, males could have similar problems.

"Band-aid" measures are not relevant to problems of this magnitude. An over-arching policy such as youth guarantee is required.

APPENDIX A : QUESTIONNAIRE COMPLETED BY YEAR 9 AND 10 STUDENTS

SURVEY OF HIGH SCHOOL LEAVERS

Please answer all questions that apply to you. Put a tick next to the answer that best applies to you, or write your answer in the space provided. The information you provide will be kept completely confidential.

Please do not write in this column

1. Name .....

2. Address .....

.....

.....

State ..... Postcode .....

3. What is your marital status?

(a) Single ( ) 1

(b) Married/De facto relationship ( ) 2

(c) Separated or divorced ( ) 3

(d) Other (please specify) .....

.....

4. Do you have any children?

Yes ( ) 1 How many? ( ) 3

Dates of Birth .....

.....

No ( ) 2

5. What year did you leave school (or college)?

Year 9 ( ) 1

Year 10 ( ) 2

Year 11 ( ) 3

Year 12 ( ) 4

Still in school in ..... Year ( ) 5

6. Have you done any further education either full-time or part-time since you left school (or college)?

Please do not write in this column

Yes - full-time ( ) 1

Yes - part-time ( ) 2

No ( ) 3

Not applicable (still at school) ( ) 4

If yes what was the course and where did you do it?

.....

.....

7. Which of the following applies to you?

I live at home ( ) 1

I have left home and:

I board with relatives or friends ( ) 2

I board but not with relatives or friends ( ) 2

I rent a flat or house with others ( ) 4

I have a flat or house on my own or with my partner ( ) 5

Other (please specify) .....

.....

8. Please list the activities that you do in your spare time?

.....

.....

.....

.....

Please do not write in this column

9. Do you think there are enough things for young people to do in their spare time?

Yes ( ) 1 No ( ) 2

If no what sort of things would you like MOST?

.....

.....

.....

.....

10. Do you have any interests that you would like to learn more about if there was a course available in your area?

Yes ( ) 1 No ( ) 2

If yes what interests?

.....

.....

.....

.....

11. Of all things you do (including work, sport, hobbies, studies, etc.) what are the three things you like most?

1. .....

2. .....

3. .....

12. Do you have your own car?

Yes ( ) 1 No ( ) 2

13. How many jobs have you had since leaving high school?

Number of full-time jobs ( )

Number of part-time jobs ( )

Please do not write in this column

14. Have you ever been unemployed?

Yes ( ) 1 No ( ) 2

Total length of unemployment ( ) weeks

15. Have you ever been refused unemployment benefits for any reason?

Yes ( ) 1 No ( ) 2

If yes, what was the reason given? .....

.....

.....

16. If you have had two or more jobs since leaving high school, why did you leave your last job?

.....

.....

.....

17. Have you ever tried to get a job or apprenticeship in the sort of work usually done by males?

Yes, and have obtained work ( ) 1

Yes, but none available ( ) 2

Yes, but not qualified ( ) 3

No, because I'm not interested ( ) 4

No, because I don't think they will take girls in these jobs ( ) 5

No, I have not finished my education ( ) 6

18. How good do you think your chances are of being successful in life?

Very Good ( ) 1 Good ( ) 2 Fair ( ) 3

Not Much Good ( ) 4 No Good at all ( ) 5

SECTION A. ANSWER THIS SECTION IF YOU ARE IN FULL-TIME EDUCATION

Please do not write in this column

A1. Where are you studying?

School ( ) 1

Secondary College ( ) 2

Technical College ( ) 3

Other (please specify) .....

.....

A2. What is your course of study? .....

.....

A3. Do you intend to go on to further study after you finish your present course?

Yes ( ) 1 No ( ) 2

If yes, what further study? .....

.....

A4. Do you think your present course of study will help your job prospects?

Quite a lot ( ) 1

To some extent ( ) 2

Not much ( ) 3

Not at all ( ) 4

A5. What is your chief source of financial support?

Parents or family ( ) 1

I support myself ( ) 2

I have a grant or scholarship ( ) 3

Other (please specify) .....

.....

SECTION A. (Cont.)

Please do not write in this column

A6. If you receive a grant or scholarship how much do you receive per week?

($)/week

A7. Do you have a part-time job?

Yes ( ) 1 No ( ) 2

If yes how many hours per week? ( ) Hours

SECTION B. IF YOU HAVE A JOB NOW, PLEASE ANSWER ALL THE QUESTIONS IN SECTION B.

Please do not write in this column

B1. Are you employed: Full-time ( ) 1 Part-time ( ) 2

B2. What is the name of your job? .....

B3. Is your job permanent? Yes ( ) 1 No ( ) 2

If no please explain why .....

.....

B4. Where is your place of work? (What town or district)

.....

B5. How long have you been in your job?

Less than a month	( ) 1
1-3 months	( ) 2
3 months-1 year	( ) 3
1-2 years	( ) 4
More than 2 years	( ) 5

B6. How did you get your job? Tick the box which best applies.

Through CES or other Government agency	( ) 1
Through an employment agency	( ) 2
By responding to an advertisement in the paper	( ) 3
Through relatives or friends	( ) 4
By contacting place of employment myself	( ) 5
Through the school	( ) 6

B7. How much do you like your job?

Very much	( ) 1
Quite a lot	( ) 2
Not Much	( ) 3
Not at All	( ) 4

SECTION 2. (Cont.)

Please do not write in this column

B8. Do you think you will be in this job in 12 months time?

Yes ( ) 1 No ( ) 2

B9. Would you prefer some other job to the one you have now?

Yes ( ) 1 No ( ) 2

If yes what job would you prefer? .....

.....

B10. How do you usually get to work?

Own car or motorcycle	( ) 1
Public Transport	( ) 2
Bicycle or walk	( ) 3
Regular lift	( ) 4
I work at home	( ) 5
Other	( ) 6

B11. In your job what are the advantages or disadvantages of being female?

Advantages .....

.....

Disadvantages .....

.....

B12. If your job is part-time, how many hours a week do you work?

( ) Hours

Do you receive any unemployment benefits?

Yes ( ) 1 No ( ) 2

If yes how much did you receive last time? ($)

SECTION C. IF YOU ARE UNEMPLOYED AT PRESENT, PLEASE ANSWER ALL THE QUESTIONS IN SECTION C.

Please do not write in this column

C1. How long have you been unemployed?

Under 1 month	( ) 1
1-3 months	( ) 2
3-6 months	( ) 3
6 months to one year	( ) 4
1-2 years	( ) 5
More than two years	( ) 6

C2. Are you looking for a job right now?

Yes ( ) 1 No ( ) 2

If yes, what sort of job are you looking for? .....

.....

C3. When did you last apply for a job?

Within the last 2 weeks	( ) 1
2 weeks to 4 weeks ago	( ) 2
4 weeks to 2 months ago	( ) 3
2 months to 6 months ago	( ) 4
More than 6 months ago	( ) 5

C4. How long do you think you might be unemployed?

For a few months	( ) 1
For much of the year	( ) 2
Indefinitely	( ) 3

C5. Have you attended any of the following?

An E.P.U.Y. Course	Yes	( ) 1	No	( ) 2
A C.Y.S.S. Centre	Yes	( ) 1	No	( ) 2
A Transition Course	Yes	( ) 1	No	( ) 2

SECTION C. (Cont.)

Please do not write in this column

C6. How often do you do each of the following:
(put a tick in one box on each line)

	Never	Occasionally	Once a week	daily
Go to the Commonwealth Employment Service	( )	( )	( )	( )
Go to Centres for unemployed people	( )	( )	( )	( )
Work at home around house or garden etc.	( )	( )	( )	( )
Work voluntarily in the community (e.g. looking after children, helping pensioners etc.)	( )	( )	( )	( )
Do odd jobs for money (e.g. baby sitting, gardening, house cleaning)	( )	( )	( )	( )
Hang around with friends	( )	( )	( )	( )
Go looking for jobs	( )	( )	( )	( )
Watch T.V.	( )	( )	( )	( )
Attend courses or programs designed to improve your chances of getting a job	( )	( )	( )	( )

C7. How does your family feel about your situation? Pick out one of the following which most closely describes their attitude towards you.

Supportive/sympathetic ( ) 1

Tolerant ( ) 2

Critical ( ) 3

Anxious over money ( ) 4

Angry ( ) 5

Don't care ( ) 6

SECTION C. (Cont.)

Please do not write in this column

C8. Are you receiving unemployment benefits?

Yes ( ) 1

No, but have applied for benefits ( ) 2

No, and have not applied for benefits ( ) 3

C9. How much does being unemployed worry you?

It worries me a lot ( ) 1

It doesn't matter much ( ) 2

It doesn't worry me at all ( ) 3

C10. Do you know of any courses you could take and still keep your unemployment benefits?

Yes ( ) 1 No ( ) 2

If yes what are the names of these courses?

.....

.....

C11. Have you had any advice this year from the C.E.S. about getting a job or taking courses?

Yes, and it was useful ( ) 1

Yes, but it was no use ( ) 2

No ( ) 3

C12. Which of the following would best describe you most of the time?

I always have something interesting to do ( ) 1

I sometimes have interesting things to do ( ) 2

I hardly ever have interesting things to do ( ) 3

I am desperate for something to do ( ) 4

APPENDIX B : INTERVIEWS

ANDREA

Andrea left school at the end of 1978 and worked in a local shop for 10 months. She had arranged the job after doing work experience in the shop earlier in the year. She was put off when the shop changed hands and a new employer reduced the number of staff.

She obtained work in a milk-bar two weeks later which she left after a month to take a job as a nurse's aide at a psychiatric hospital. Her mother helped her get the job. She has been there for two years and is now a trainee auxiliary nurse.

Andrea likes her job, particularly the money which is more than twice what she earned in the shop job. She finds the work monotonous at times. She and her husband were planning to leave and go touring on the mainland within a few months.

Andrea was married a year and a half ago and has a 16 month old child. Her husband also works at the hospital. The pattern of work is two days on, two days off so, as they are on alternate shifts, there is always someone home with the child. Her mother-in-law lives close by and helps with child minding.

Andrea says that when she got married she did not consider herself young to be getting married (she was 16) but thinks so now. She does not like being tied down at home with her child. All there is to do is the housework and watching television. She does not play sport or go out much as there is nothing to go to. She gets very bored. They have a new Housing Commission house to rent, as they have a child. She has one friend nearby. There is a local play group but she does not go as she could only go irregularly because of the 2 day shift work.

Andrea is doing a course at work as a trainee nurse. She says that if she did not do the course she would loose her job. When it is on she works a normal five day week and her mother-in-law babysits. She says that the course is not recognised by other hospitals but is useful for her work back on the wards. She has not taken any other courses since leaving school.

Andrea believes her education was useful and helped her get her present job. However she now wishes that she had studied harder at school as she has seen other jobs she would like, but is not qualified for. However she is not interested in further study now.

Andrea believes she has been successful in life and has most things she would like, with the exception of a home of her own.

BETTY

Betty completed year 10 in 1979 and then went to the Technical College to study for a Certificate of Business Studies in 1980.

She didn't like the course at first as she had "never studied anything like that before", and she found work difficult. She found the course easier after her first year as she knew what to expect, particularly of the examinations. She passed 7 out of 10 subjects in her first year.

A few weeks before the interview she had left full-time education to take a job, but was continuing the course at night. She heard about the job from the Principal of the Business Studies School. It was as an assistant clerk in a photographic shop. Betty decided it was best to take the job as she had the chance and was pleased to be earning a salary.

Betty had to leave home to take the job which was a big step. "I don't think I was old enough", she said, "I grew up more in the first few weeks at Tech than in the rest of my whole life". She boards in the city and goes home most weekends. She was initially boarding at a hostel. Because Betty had to study very hard for her course and many of the other students didn't, she found the hostel unsatisfactory. In 1981 she moved into private board in a house with two other students and two young workers. Betty says that she doesn't get on very well with the others but she will stay on. Flatting is too expensive, she says.

Betty says she chose her course because she didn't like shorthand or typing and hence didn't want to take a secretarial course. She didn't consider HSC study because it would be, "a waste of time for getting a job". She considers the Business Studies course to be harder than HSC.

She says the Technical teachers for the full-time course were good but she doesn't think much of those taking the night course. She was not given any advice about employment save for being told about the job vacancy.

Betty has very few social activities nor did she at Tech. She has to study too hard. The Business Studies course is in a separate building off-campus so they had little to do with other students and didn't hear about student social activities. They were supposed to go to the HSC campus for recreation activities but no-one went.

Betty likes her job so far. It involves some book-keeping, the banking and serving in the shop. She has also applied for a job in the Navy in the Stores Section and has had an interview.

Betty feels she has become more reserved since leaving school, mainly from a lot of studying. While she feels less confident socially she feels she is more able to make a success of life because, having been to Technical College, she knows better what she is capable of.

CARMEL

Carmel completed Year 10 in 1978 and had a job arranged before she left. The C.E.S. had advised the school about the job in a local cafe and Carmel was interviewed and given the job. She has remained in the job ever since.

Carmel likes her job although she says she gets sick of it sometimes. The best thing about the job is all the people you get to know. Carmel says she was shy at school but because of the job she is no longer. She says the worst aspect is boredom. Carmel has applied for several secretarial jobs in her area but has not been successful. She is not interested in jobs elsewhere because she does not want to leave her family and friends. Carmel lives at home, and likes it.

Carmel has not taken any courses since she left school and is not interested in any. She says that going on to technical college would have been a waste of time for her. It would have been harder to get a job when she left college. She was not interested in HSC study and thinks she would not have been good enough. She does not think she will go back to education.

Carmel thinks her education was good, she liked school and school work, but it hasn't been of use in her work.

Carmel has an active social life. She has a steady boyfriend and they go out most weekends. She plays a variety of sports including squash, badminton and netball.

She has been considering getting married but thinks it might be best to wait for a while. If she did get married she expects she would continue working when married, if her husband agrees.

For the future, Carmel sees herself remaining in her home town, married with children and working part-time.

CATHY

Cathy left school at the end of 1978 and found a job at the dry-cleaners in the major town in her area. She is now in her third year in her present job. The job involves serving customers, pressing clothes, making deliveries - all aspects of the work.

Cathy was an excellent student at school who had planned to become a teacher. However over the summer vacation she saw the dry-cleaners job advertised, applied and got the job.

Cathy believes that she did the right thing in leaving school although she has occasional doubts. She said, "Becoming a teacher would have meant giving up six years of my life - and no one will thank you for it - the kids you teach wouldn't appreciate it. And there may be no jobs available at the end of it all".

Cathy likes her job. She gets on well with one of her employers but not so well with the other. She has considered other jobs. She went to Sydney for a holiday with half a mind to stay if she found a job. She was offered several jobs in shops and liked the life. Her mother really wanted her to return so, in the end, she came back. "You have to make the most of your parents", Cathy says. She still likes living at home although she has moved into flats of friends who are on holidays occasionally, "for a break".

Cathy would not want to go on in the business to a managerial level. She has seen enough of the bookkeeping side to know she doesn't like it. She says there are too many worries at that level for it to appeal to her.

Cathy has no steady boyfriend and no plans to get married. She believes it is silly to get "tied down" while you are young and has a sister-in-law who discourages her from getting married young. She says that two of her class at school are married (one with children) while three are unmarried with children. She believes that some of these had children because they couldn't find work. "A fate worse than death", according to Cathy.

Cathy has considered doing some courses since leaving school. She thought about doing shorthand through correspondence school. She says she would also quite like to do some HSC subjects through external studies. It would be no advantage having HSC courses available locally as she would have to study after hours. She feels that it is very difficult to do both full-time work and study as well. She has also considered returning to education full-time but doesn't think it likely now - mainly because she likes having a full income too much.

Cathy liked school. She feels that the curriculum was not as wide and the standard as high as in a private school. She liked her teachers but felt that they didn't push students hard enough.

Cathy believes that she has changed a lot since leaving school. She feels she has become more grown up and independent since starting work and having to make her own decisions about finances and such like. She says that her mother now relies on her.

CLARE

Clare left school at the end of 1979. She was given three months trial employment with the hairdresser in her home town. She was very pleased to get such a job and liked it a lot.

However her family was moving to Hobart and pressed her to move with them. She was very reluctant to do so, but after some work problems when she was not well agreed to give up the job and move.

In Hobart she searched mainly for office jobs and found it very difficult to find work. She was unemployed for about five months. During this time she had family problems and moved into a flat with a girl friend. This meant things were very difficult financially.

Finally she got a job as a junior in an accountants office. She liked the job but felt it was not the sort of work she would want to do for a long period of time. It tended to be repetitive work. Hence she left the job at the end of 1980 to go back to study H.S.C.

She felt her qualifications were not good enough to get her the sort of job she would like, e.g. in the travel industry or the Air Force.

She found H.S.C. study difficult at first getting back into the routine of studying and getting up to the required standard. She says that once you have been at work it's hard to cut back on your social life to do the study required. Particularly if you have friends who work and go out a lot.

Now that she is back studying Clare feels that work is very repetitive and boring by comparison. She likes the subjects and has made new friends at College. She moved back home when she started her H.S.C. course as things had settled down by then. Money is "a bit of a struggle" but she manages if she doesn't go out a lot.

She says she never really considered going on to H.S.C. when she was at school. Although she had good school results she just wasn't interested for several reasons. Firstly most of her friends were looking for jobs and only the students with the very top results were planning to go to College. As well she feels she did not know what to expect of College and, "I was a bit frightened of it". It would have involved a lot of travelling or the expense of moving to the city. She now believes that her school teachers "don't push kids enough to go on".

She now would tell country students that if they can move to the city to continue their education or get a job they should do so. There is so much more to do in the city and a much greater range of people to meet. For example she is doing an evening course run by Drysdale House which is free and "good fun". As well she believes it will help her get a part-time job she has applied for.

Clare says that she has changed a lot since leaving school. She believes she is a lot more confident, friendlier and more open with people.

CYNTHIA

Cynthia left Year 10 at the end of 1979. She was unemployed until the following April, except for a little seasonal work. She then got a job at a local hospital. She saw it advertised in the local paper, was interviewed and got the job. She has been there ever since. She works as a ward maid and kitchen hand.

Cynthia had excellent school results (all level IIIs). She had considered going on to H.S.C. and says she is not sure why she didn't at the time, except that she wanted to remain in her home area. Now she is glad she spent the time getting a job and earning money. She says she knows a girl who did well at H.S.C. but who has only been able to get a job at the local processing factory.

Cynthia has not taken any courses since she left school. She considered a correspondence course in interior decorating but the cost of $600 made it too expensive. Cynthia says she is unlikely to return to education unless she ends up unemployed. Cynthia says she would have been interested in nurses training if it had been available locally. Now she is old enough she has been considering joining the police force even though it means she will have to leave home.

Cynthia says she likes her work a lot, particularly meeting people and learning things. She says she is interested in medical matters.

She works every second weekend but still manages plenty of social activities. She does not play any sport. She has a steady boy friend but no intention of settling down until she is "about 25".

Cynthia says she has a broader view of life and the way people are but has not changed otherwise since she left school.

Cynthia says she has close ties with her family and that is what keeps her in her local area. She says she is "pretty sure" she would have done H.S.C. if it was available locally.

DANNA

Danna left school at the end of 1978. She was unemployed for 6 months before she managed to get a job. She then had a series of casual jobs including a take-away food shop and processing trout at a fish farm. In between she was unemployed for up to three months at a time.

She obtained her present job in March 1980. She had asked the employer twelve months previously and just missed out on a job. However the girl taken on proved unsatisfactory so Danna was eventually offered the job. She works as a receptionist/office junior with a large rural retailer.

Danna says she is glad to have a permanent job. She found unemployment was alright for a short time. After that the novelty wears off and she got bored. She was glad to be unemployed for only short periods.

Danna found her various jobs by directly contacting employers herself. She said she was underpaid at the take-away food shop and when she mentioned it she was put off. She says it was good pay at the fish farm but it was only four days a week and was dirty work.

Danna says that if you wanted to learn at school you could. She got mainly Level IIs with some Level IIIs. She has found typing and commerce useful since she left school. She has not done any courses since she left school. She does not know any that would be useful to her. She

did consider doing H.S.C. after Year 10 but decided it was best to try for a job before she got too old. She says her employer prefers juniors and that she wouldn't have got her job if she had been any older.

Danna lives at home but she has always had her independence. She has her own car and travels 20 km to work. Her main interest is horse riding and she has her own horse.

She has been engaged for three months. They have bought a house which they will do up over the next 12 months and then get married. The house is in her home town.

Danna has had one trip away, to Queensland with her fiancee. She says that has fulfilled any desires to travel. Danna says she has become more grown-up and responsible since she left school. She says "working with people here has had a lot to do with it". She says leaving school has been a big step. "You think it will be easy," she says, "But its not."

DEBBIE

Debbie left school at the end of 1978, started work with her local municipal council a month later and has been there ever since. Although she had worked for the council for work experience, the job was advertised in the paper and she applied, along with 74 others. When she made it into the final two or three considered, she believes that her work experience helped her get the job.

She very much liked her job to start with but is not so happy with it now. This is mainly because of her immediate boss who, she says, everybody finds difficult to get on with.

Debbie would like to be an air hostess, but as you have to be nineteen to be eligible she will wait till then to decide.

Although Debbie had initially planned to be a teacher and has good school results she decided against doing H.S.C. studies. She was sick of studying and didn't like the idea of another five years of it. She thinks that if you want a job you should leave school after Year 10 as she did.

When Debbie started work she found that there were many things that she should have known but didn't. Her main deficiency was in English expression. She also felt that they should have been able to do a wider range of optional subjects at school. The council gave her time off to do a Technical College course in the city for the first two years. She has a car so could drive to the college. She studied Typing, Shorthand and English. She hoped the latter subject would improve her grammar but it didn't.

Debbie does not socialise in her home town. She has a girlfriend with a flat in the city and spends a lot of time with her. She has a steady boyfriend but no plans to get married, although she says that most girls in her home town get married by the time they turn twenty.

Debbie was in the Miss Tasmania quest which resulted in a very hectic social life. She says the experience was well worth it.

Debbie believes she has matured a lot since leaving school. Her recent dissatisfaction with work has made her harder to get on with.

DENISE

Denise left school at the end of 1978. She quickly got a job in a local apple processing factory which lasted until the end of the season. She was then unemployed for a month before getting a job as a receptionist with a tax accountant in the city. She was there nearly a year until she broke her thumb and couldn't type while her hand was in plaster so she was put off. She was unemployed for about three months until she obtained her present job through C.E.S. and on the SYEPT scheme. She works for a radio station in the city, initially as a receptionist, and now as a "traffic clerk" (writing up the log of program, advertisements etc.) and has been in the job for 12 months.

Denise likes her job. She got the traffic clerk's job when someone left and sees it as a step up from the receptionist work. However she finds the work a bit boring. She can be up to two weeks ahead in preparation of the daily log with nothing else to do. She believes the position could lead to other opportunities for her.

She liked both her previous jobs except that she "didn't get on" with the tax accountant. She hated being unemployed, it was boring, you had no money and couldn't afford to go out. Even the bus fare to Hobart ($4.75) made looking for jobs difficult.

She met her boyfriend when she was unemployed. They have been engaged for 12 months and have been living together for 4 months. They plan to get married in 3 months time. Her fiancee is unemployed and Denise supports him. He is hopeful of getting a full-time job at the hotel where his father works. They live in a rural town not far from Denise's home town. She says she would not like to live in the city.

Denise believes she will work for about a year after she gets married to save money. She will probably stop then to have a family. However she would like to work part-time when the children are at school - possibly processing apples.

Denise does not believe she has changed much since leaving school, except that she is more confident now. She now knows she can get a good steady job and believes that is good to know in itself.

Denise was only an average student and had no wish to continue her education. She has not taken any courses since leaving education and does not wish to. She believes schools should help the less successful students more.

DONNA

Donna left school at the end of 1978. She had a secretarial job arranged, with her mother's help, at a local hardware store. She has been there ever since.

Donna says she made the right decision in leaving school and working. She still likes the work and the money.

She has not done any courses and is not interested in any. She says her schooling has been useful, particularly typing and mathematics.

Donna is engaged and plans to be married within twelve months. She will live in her local area and continue working. She will probably stop working in about five years to have a family.

Donna doesn't play any sport. She goes out to local discos and goes to car racing. She doesn't read much.

DORA

Dora left school and the end of Year 10 in 1978. Although Dora was an excellent student and had been planning to continue her education, she was offered a casual job working with horses. Horses were her main interest so she took the job. She had several similar casual jobs in 1979, until in August she was offered a permanent job locally training pacers. She is still in this job. She does all aspects of the work with horses and general farm work when required.

Dora believes she has made the right choice. She says she likes the work more than she would an inside job. It is not very well paid but she has been able to pay off a car. She feels she has learnt a lot in her field (she has not taken any courses) and met interesting people.

Dora wants to progress in horse racing. She has some young horses of her own which she believes has prospects. She is going in "trials" for her drivers licence (for the horses) and hopes to get a trainers licence also. She feels confident as a driver and believes she will do well.

Dora says that being a woman is a disadvantage. She says women are still not fully accepted in the horse racing industry.

Dora believes that she has gained confidence and broadened her outlook since she left school. She feels she can meet people more readily and on their own level.

DOROTHY

Dorothy left school at the end of 1978. She got a waitressing job initially, then, when she turned seventeen, she got work as a nurse's aide at a psychiatric hospital. Her father works at the hospital but she organised the job herself. She has just left the job and been married.

Dorothy had completed Grade 10 while she was still fifteen. She returned to school and repeated the year. This enabled her to improve her results to the standard required to get the nurse's aide job.

The job at the hospital involved domestic work mainly. Initially there was no training courses involved. However in her second year there they instituted a requirement that aides to a training course. To be eligible for this Dorothy needed to improve her school mathematics result. She started a correspondence course but has dropped it now that she has left the job.

Dorothy liked her job, particularly the pay but she found the long shifts tiring. When she decided to get married she felt that her home duties plus long hospital shifts would be too much. Her husband has an apprenticeship with the local paper mill.

Dorothy says that several of her class at school are getting married, or having children but not married. She believes some, who can't get work, are having families just for something to do. Dorothy says that it is much harder for women to get jobs in her area than it is for men. She plans to have a child in the next year or so. She feels she would probably like a part-time job in a few years time.

Dorothy does not believe that she has change much since leaving school, except that she is more sure of herself now and confident that she can get a job if she wished to.

HILDA

Hilda left school at the end of 1978, and started work immediately at the newsagents. She worked there for two years.

She was put off at the newsagents early in 1981 because "he said he couldn't afford to keep me on and do up the shop as well". She said that he had put other girls off when they turned eighteen and that she was seventeen and three-quarters and her holidays were due. She said that a part-time employee had been taken on since she left.

After Hilda was dismissed she went on a holiday for two weeks, "but all I did was cry and worry about how I would pay my bills". Since then she has had four months casual work picking vegetables and 5 months at a food processing factory. The work finished at the factory for her, and others, when a new machine was installed. For the 3 weeks preceeding the interview she has been unemployed and has just applied for unemployment benefits. She feels she is coping with unemployment better this time than earlier in the year as she has money in the bank and her car paid for thanks to the excellent pay at the factory.

Hilda had considered going on to H.S.C. when she was at school but changed her mind when she got a job. She is considering returning to education, but doesn't wish to leave her home area (and boyfriend) at the present time.

Hilda says she was not well prepared for work. She was poor at maths at school and she feels that too much time was spent on complicated maths topics and not enough on the basic parts that she used in the shop. As well, because she had remedial maths lessons she had to do remedial English as well although she had no problems in this area. She also feels that they should have been taught at school how to budget,

Hilda doesn't play sport. She goes out occasionally to a cabaret or the hotel. She hopes to get engaged in 6 months time and be married within a year. She expects to start a family in a few years time.

Hilda says she is "not as crazy - more mature" now. She says having to manage her money and work has helped make her grow up. She says she lives in the "real world" now and, for example, reads the newspaper regularly which she never did at school.

Hilda feels she has been successful in life, "all except not working now", and is hopeful for the future. She believes she has made the right decisions as several school-mates who went on with their education ended up working at the factory as they couldn't get a job any where else.

JANE

Jane left school at the end of 1979 and obtained a job in a local milk bar. After six months the shop was sold and was unemployed for two weeks. She then got a temporary job in a fruit processing factory. She worked here for a month and then got a job in a newsagents. She has been there ever since.

She found all her jobs by contacting the employers herself. She believes that it is better to go in and ask rather than ring up as the employer can see what you are like. She says there have been very few job vacancies in her area.

She liked both shop jobs but not working in the factory. That was a dirty job and she found standing up all the time very tiring. However, she would rather that than be unemployed. She enjoys books and reading so really likes the newsagency. In both jobs she feels she has learnt interesting things. She has also met a lot of people which she enjoys. Jane says she will stay in the job as long as she can. As she is over 18 she does not see any problem about continuing for some time.

Jane says her schooling has been useful for the job. Particularly English and mathematics. She has not taken any courses since she left school. She had considered it when she was unemployed. She is interested in learning typing which she says would help her get jobs. Jane was an average student at school. She had considered doing H.S.C. and felt she was capable but having to move to Hobart discouraged her.

Jane still lives at home but she is at the "conflict stage". However, she says it is very hard to find somewhere suitable to live. She has a steady boyfriend. They mainly go to the city to go out to discos and roller skating. She says there are few entertainments in her area. She plays netball during the winter. Jane has her own car and drives to work.

Jane says she will stop working to have children but would like to work again afterwoods. She doesn't like the idea of being at home all the time. Although she would be interested in running her own newsagency she can never see it happening. Jane says that most of her friends have moved out of the area. Some are already married with children. Most have managed to find jobs.

JILL

Jill left school at the end of 1978 after completing year 10. She found work immediately, at the newsagents in her home town. After 3 months she was put off when the shop was sold. She then had a few casual jobs including bagging potatoes, splitting scallops during a six month period. She then got a receptionist job in the city, 80 km from her home. She worked there for seven months and then was retrenched because she "didn't get on with" her employers. Again a series of casual jobs followed for a few months until she went to Queensland on a working holiday.

Jill got a shop job as soon as she arrived in Queensland and stayed there until she left to return home at Christmas. Back in her home town she got a casual waitressing job in the local hotel. She left to take a permanent job in the local supermarket. She has been in that job for the last six months. Jill says she gets less money in the supermarket than waitressing but prefers the permanent job and not having to work weekends.

Jill says jobs are easy to get but it's getting a permanent job which is difficult. In the three years the longest period of unemployment was a month.

Jill says she liked all her jobs, but wishes she had stayed in Queensland where her employers were going to put her through a course connected with the job.

Jill took an evening modelling course, travelling to the city one night a week and has also taken an Adult Education guitar course, locally.

Jill was an average student at school. She says she wishes she had done better at school. She says only typing has been of use to her. She considered studying for H.S.C. but was not sure if she could do the work. She is still considering it as she would like to study history. She would have to move to the city to do the course.

Jill doesn't play sport but has an active social life, mainly in the local area. She says there is always something on, except for those below drinking age.

Jill has no plans to get married. She says she wants to make a career first. She has friends who have got married but Jill thinks they are too young. Jill lives in a caravan at her parents' house. She says she gets on well with her family and is able to lead her own life.

Jill says she has changed since leaving school. She feels she has grown up and has a broader outlook on life. She was only 15½ when she left school and feels she would have done better at school if she had stayed on longer.

Jill says that the main thing she wants to do in the next few years is to improve herself. This could be by a beauticians course, travel or more schooling. She says she would really like to go into business for herself but it would be difficult to get enough money to do that.

KATE

Kate left school at the end of year 10 in 1978. She found a job straight away, training horses in her own area. That lasted eight months until her employer told her that he could no longer afford to employ her. She was unemployed until the apple season started the following year. She then had a job in a packing shed for five months and then became unemployed again. She gets occasional part-time work splitting scallops but has had no other full-time work.

Kate was undertaking an EPUY course in her area when interviewed. She says that this is the second EPUY course she has undertaken.

Kate says she is still applying for jobs and has applied for two jobs in the city in the last two weeks. One job was working with horses, the other at a newly established supermarket. She bought a car during her initial period of employment and is prepared to travel more to get a job, although she would prefer to work locally if possible.

Kate says that she was very bored when she was unemployed. She would help her mother with the housework, look after her own horse, do odd jobs and visit friends. She says the best aspect of the EPUY course is that it gives her something to do and a chance to meet other people. She is learning leatherwork, making soft toys, sewing, cooking, maths and english. She says the course is helping her particularly with her maths which she is not very good at. She also likes the various trips they are taken on.

Kate believes that she is likely to go on with periods of unemployment relieved by work during the apple season and occasional scallop splitting. She has no plans to get married or any desire to leave home.

Kate believes she obtained a good education at school although she has "lost track" of school work now. She regrets not being able to do woodwork both at school and on her present course. She does not believe that she has changed much since leaving school.

Kate says she enjoys life but it would be even better if she had a job. She believes that employers shouldn't give preference to married women and people over 25 with experience to give young people more of a chance to get work.

KERIN

Kerin left school with good results at the end of 1979, after completing year 10. She went to a private secretarial college for three months but it closed. She finished off the year doing a secretarial course at a technical college. After that she was unemployed for 6 months before obtaining an office job with a large semi-government employer in the city.

She liked the technical course better than the private one and felt that it set a higher standard.

She described being unemployed as "horrible". After being repeatedly rejected she go so depressed that she could hardly bring herself to apply for more jobs. "You sit at home, not using your brain," she said," and feel like a social outcast". Kerin applied for about 20 jobs during this time and was interviewed for most of them.

She answered an advertisement in the paper to get her present job. Her main task is putting data into the computer but she has several other tasks. She likes the job and earning money in particular.

Kerin still lives at home and travels daily to the city by bus. She would like to get a car but can't afford it yet.

Kerin has no boyfriend or plans to get married. She wants to travel overseas first.

While Kerin had good school results in her basic subjects she was not so good at shorthand and typing. So she did the secretarial course. She believes you should leave school as soon as you can if you have the qualifications. Employers want sixteen year olds because they pay them less. She is pleased how things have turned out for her now.

Kerin believes she is more mature and able to take responsibilities now. The technical course helped broaden her horizons, but not being unemployed, she how has to make more decisions for herself.

KIM

Kim left school in 1978 after completing year 10. She had seen advertised and applied for a job in the local hardware store and was interviewed and given the job within two weeks of leaving. She has been there ever since. Kim has average school results and this was the sort of job she had hoped for at school.

Kim believes she received a good education at school. Only simple mathematics has been any use to her since she left. She believes the school should have had a course to prepare her better for shop work. She did do work experience in a shop but says that was not very useful.

Kim says she has learnt a lot since leaving school, mainly about the goods she sells and dealing with people. She likes the contact with people required in the job. She has not done any courses since leaving school but hopes to do a wall-papering course to help with her work. She has not considered other courses and would not want to be back in full-time study again.

Kim plays a lot of sport but says there is only a few social activities available. She believes a greater variety of entertainments are needed in her area. She has a steady boyfriend but will not think about getting married for three or four years. She says she would like to go around the world first. She says several of her friends are getting married including two in a week. She feels that they are making a mistake getting married so young.

Kim believes she has gained in confidence since leaving school. She says this has come from having to talk to people in the shop.

Kim has left home and shares a house with a girl-friend. She likes this and feels it is best to learn to look after yourself. She says it is hard getting out on your own, learning a job and so on but after the first few months you get used to it. She says she is confident she could get another job readily if needs be and feels she is very successful in life overall.

LUCY

Lucy left school after completing Year 10 in 1978. She found several casual jobs locally, mainly to do with vegetable picking but could not find a permanent job. She moved to the city where she tried for jobs, but with no success. She then did an EPUY course in the city and following that got a job in a service station. This lasted for six months when she left the job because she didn't get on with the boss.

She tried to get work in Melbourne and Mildura but with no success, so early in 1981 she returned to her home area. Apart from a casual job she had been unemployed for much of the year.

Lucy said she liked the EPUY course. It wasn't like school, you could work at your own pace. She felt that she learnt a lot. Lucy said that she was an average student at school, although she feels she could have done better, and she never really considered going on with her education.

Lucy says that the C.E.S. was not much use to her. They never told her about any jobs. The casual jobs and the petrol station job she found herself.

Lucy does not play sport and goes out occasionally to a local disco. She has no steady boyfriend and no plans to settle down. She doesn't feel that she has changed much since she left school.

LYN

Lyn left her District High School at the end of 1979 and moved to Hobart to study for her H.S.C. She lives in a girls hostel. She says that she continued her education because she liked study, was very interested in Art and because her sister who had completed H.S.C., encouraged her to go on. Only two girls from her school class continued to Year 11.

Lyn says that Secondary College is "fantastic - much better than school". She likes the additional freedom at College and enjoys hostel life. She says that they are all from the country at the hostel and have an active social life.

While at school Lyn had planned to become an art teacher but has now decided that she would prefer to leave education. She hopes to join the Air Force and train as an Air Traffic Controller. She will continue with her art but only as a hobby. Another factor contributing to her decision is the knowledge that she has little chance of getting a teacher studentship. However if she really wanted to go to University she believes that her parents would support her, as they do at present.

She believes that her education at school was not good. For example her English was poor compared to students from some city schools and they were not taught any art theory. However she enjoyed her schooling and liked the teachers.

Lyn says she has been encouraging her friends at home to move to the city to go on with their education. She recommends they get a flat in the city, rather than go to the hostel, for the added freedom.

MABEL

Mabel completed year 10, leaving school at the end of 1978. She quickly got a job as a shop assistant in the local Baker's shop and worked there for 2½ years. The shop closed in mid '81 and she was retrenched. She worked on the hops for 2 weeks and then her former employer gave her a casual job (5 hours a day) helping in the bakery. That job finished a week before she was interviewed and since then she has been working as a shop assistant in her parents supermarket. She hoped to stay with her parents for a few months when she was due to go overseas for a working holiday.

Mabel says she liked all her jobs including hop picking. She would prefer clerical work to shop jobs and, at school, had good typing results although she is a bit out of practice now. She recently applied for a receptionist job and believes she missed out because she is now 18 and the job was given to a junior.

Mabel has above average school results but believes she could have done even better if she had tried harder. She had originally planned to do a receptionist course at the technical college in the city. But when she got a permanent job she felt she should take it. Now that the job has not proved all that permanent Mabel is not sure that she made the right choice. While working she started doing a typing course at night. It was a technical course offered in her local area. But she found that it was no higher standard than her school course so was a waste of time. Mabel says that since loosing her job she has considered doing the receptionist course. However she would have to do the course part-time so she could support herself.

Mabel hated her experience of unemployment mainly because of the boredom of having nothing to do. She didn't go on unemployment benefits.

Mabel leads an active social and sporting life. She has no steady boyfriend or plans to get married for several years at least. She lives at home and, apart from the planned holiday, would not like to move away.

Mabel believes she has changed since leaving school. She says she was timid then but is a lot "harder" now and able to stand up for herself. She believes this has happened through having to deal with people as a shop assistant.

MANDY

Mandy left school at the end of Year 10 in 1978. She quickly found a job as a shop assistant in her local town and worked there for 1½ years. Her employers then found they could no longer employ her and she was put off. She was unemployed and has had a variety of casual jobs, but nothing permanent since then.

At the moment Mandy works one day a week house cleaning and four days minding two children. She says the work is not well paid but that it is much better than doing nothing.

Mandy had considered moving to the city to do H.S.C. and had suitable school results. But finding a job locally convinced her to stay. Her father wanted her to go on, and she now thinks she should have taken his advice. Since leaving school she has taken an "elderly care" course in the evening.

Mandy says her schooling has been of no use since she left. She feels that there was no enough emphasis on spelling and simple mathematics and on current affairs and history. She believes the latter two are important, "to give you something to talk about".

Mandy does not particularly enjoy childminding. She says looking after the children is hard work. She finds them hard to control sometimes. She says she gets depressed sometimes, but not as badly as when she was unemployed.

Mandy believes she has grown up a lot recently. She went through a "wild" stage when she left home after finishing school. But now she has had more experience running her own life she has settled down.

She has a steady boyfriend in a neighbouring town and goes out to cabarets there. They also go fishing regularly. However Mandy feels she would like to go away, preferably overseas, before she settles down.

MARY

Mary left school at the end of Year 10 in 1978. She got a job at the baker's shop in her local town and worked there for four months until the business closed down. She was unemployed for several months until she went to technical college to study graphic designing. She left after 6 months "because I didn't like the teachers". She was unemployed for a few months, worked for two weeks as a housemaid in a city hotel and was put off. (I didn't fit in, they were all married women.) She then got some casual work in a city takeaway food shop while the owner's wife was ill. Since then she has been unemployed for nearly twelve months.

Mary says she has tried for jobs both in the country and the city where she now lives (with her mother who now lives there also). C.E.S. had been no help until recently when she was told of a shop job and is to be interviewed shortly. However she is now 19 and fears that they will want someone under eighteen.

Mary says she badly wants a job. She hates being unemployed and being labelled a "dole bludger". She says she gets very bored. She has done some voluntary work for Riding for the Disabled. She works about the house, visits C.E.S. and Social Security. She doesn't watch T.V. or go out much during the day. She has few friends. She occasionally goes back to the country and stays with her grandmother. She plays some tennis and goes horse riding at her grandmother's place.

Mary says there are very few jobs available in the country and that C.E.S. says she should stay in the city to get employment.

Mary says she has no steady boyfriend but would like to settle down if the right person asked her. She has school friends who are getting married and having families but she does not think it a good idea to have a family straight away.

Mary says she has been thinking about going back to technical college. She liked the course but didn't get on with the teacher. She says she coped with the work satisfactorily.

Mary says she knows more about people now than when at school. She says she knows when she goes for a job if they want her or not. Although going through the year unemployed has depressed her at times she feels she understands more and is more confident. Mary said, "I wish I could start my life all over again. Things have really gone down hill since I left school".

MARY-ANNE

Mary-Anne left school at the end of 1978. She couldn't find work so did an EPUY course at a technical college in the city. She still couldn't find a job so repeated the course later in the year. Since then she has remained unemployed and has not done any other courses.

Mary-Anne says she hates being unemployed. She says that she is still trying for work, mainly as a shop assistant. She says she also visited her sister in Canberra for a month and looked for work there, without success.

Mary-Anne says her main activity during the day is doing housework - her mother works so she does most of the work including the shopping. She goes out occasionally with a girl friend who has a car (and a job) but doesn't watch T.V. during the day. She doesn't play sport or go to the local "Drop-In-Centre".

Mary-Anne says that the worst thing about being unemployed is, "that people put you down". Money is not a problem, she says.

Mary-Anne liked the EPUY courses that she did, mainly because she got to meet other people. She liked doing English and Childcare but hated the mathematics part of the course. She says that now she has done two courses she is not eligible to do more.

Mary-Anne is not interested in getting married or having children. She says that a lot of the girls she knows are having children - some "just to feel they are needed". She consideres that they don't realise the responsibilities involved.

Mary-Anne does not feel that she has changed since leaving school. She would quite like to be back at school but doesn't consider herself bright enough to go to Secondary College.

She says she often goes to C.E.S. but hates it and they haven't helped her at all. Mary-Anne thinks that she is likely to remain unemployed for the next few years.

MEG

Meg left school at the end of 1979. She passed all her school certificate subjects at level III. She had planned to go on to H.S.C. and even won a $50 bursary. However she felt she had "had enough of school and homework", so she started looking for a job. She also wanted to earn money.

She wrote to the banks and applied for a number of other jobs. She was offered a receptionist job and was due to start when she was offered a bank job. She took the bank job and has remained with it.

She started as a junior, became a machinist, then No. 3 teller and is now No. 1 teller. These promotions did not involve pay increases. She believes that this is about as far as she can go in her particular branch. She can ask to be transferred to learn more or go on to relieving staff to get wider experience. When she told her manager she wanted to be a manager one day he told her that her branch had no female managers and only one female accountant. Meg remains undaunted. As well as getting more experience she will need to do an accountancy course at a technical college.

Meg believes she has done the right thing in leaving school and getting a job. She says that you are just as likely to end up unemployed after doing H.S.C.

Meg had considered doing H.S.C. at night at a technical college - she even had the forms to fill in. However lack of transport made it difficult. She believes she would have enrolled if it had been available locally.

Meg is pleased with her education and that she worked hard and obtained good results. "I wouldn't have this job if I hadn't", she said. She thinks schools should also teach you how to deal with people.

Meg likes her home town and has no desire to move. Its good being with a lot of people you know but has the disadvantage that everyone knows what you a doing. She left home for a while because of family tensions but had to have a leg operation and was in hospital for a while. After this she returned home.

She has a steady boyfriend but considers herself too young to get married. However she says that many of her friends are getting married and/or having children. The main reason, she says, is because they are unemployed and bored.

Meg believes that she is much more confident since leaving school. She likes going out and enjoys meeting people more. She believes that this is a result of having to talk to people as part of the bank job.

MICHELLE

Michelle left year 10 at the end of 1979 and started work straight away in a local shoe store. She worked there for four months. She did not get on well at the shop work so the owners suggested she might work in the restaurant they own. She took the job and has been there for 1½ years.

Michelle says she likes the restaurant work, particularly meeting people from different places. She says most of their customers are nice but, if not, you just grin and bear it. She works casual hours but averages about 40 hours per week.

Michelle comes from a small town 45 km from where she works. She boards in town during the week and goes home most weekends. She has a car. She prefers to be at home where her activities include fishing sport and occasionally a dance.

Michelle was an average student. She had no desire to continue her education beyond year 10. She just wanted a job - "any job". She hasn't found her schooling much use to her since she left. She has not taken any courses but plans to do a book-keeping course through a private correspondence school. She had put her name down for two locally available technical classes (typing and book-keeping) but she got sick and dropped out.

Michelle will stay with her job till the end of the year. She then plans to go on a working holiday to Queensland with her sister and brother-in-law for a year or so.

Michelle believes she has changed a little since leaving school. She believes she is more independent and values money more. She says she can now talk to people easily and enjoys meeting them, particularly those from overseas. She says this is a direct consequence of her work.

Michelle liked her schooling and says she would like to be back there again although she found it difficult travelling 1½ hours each day and having homework to do.

Michelle says it was good to leave home. She did not get on well with her mother and felt she needed to be independent and sort herself out. As a consequence she says she appreciates her mother much more and gets on better with her family now.

SANDRA

Sandra has had the one job, as a shop assistant, since she left school at the end of 1978. She likes her job and hopes to stay on.

Sandra still lives at home and likes it there. She plays netball and goes out to cabarets locally and to the drive-in in the city. She likes living in her area and does not like the city.

Sandra liked school and feels she got a good education. She had never considered continuing her education beyond year 10 as she planned to get a job. She has not taken any further courses. She does hobbytex and listens to music in her spare time.

Sandra does not think she has changed much since leaving school. She has no plans to get married yet although some of her friends have. When she does get married she would like to keep working if possible.

SARA

When Sara left school at the end of 1978 she got work immediately serving in a saddlery shop with occasional work with the owners horses.

After a year the shop was sold and she was not wanted by the new owners. Sara was kept on working on the previous owners property. She liked this work best as she liked working with horses. However, she did not get full pay and sometimes would work six days for $65-$70 per week. For the last few weeks she didn't get paid at all. She says she is still owed money and ran into debt herself.

She tried for several jobs. C.E.S. told her that she couldn't leave the horse job and get unemployment benefits so she had to stay on. That made it difficult to find another job. Eventually Sara found a job in a local supermarket which she saw advertised in the paper. She had been at the supermarket for 12 months when interviewed. She likes the job and the girls she works with and she is paid adult wages.

At school Sara had planned to become a lawyer. She had good school results and enjoyed her work experience in a law office. However continuing her education would have meant moving to the city. By taking the saddlery shop job she was able to develop her main interest, horses.

Sara says now that she does have some regrets that she didn't stay on in education. She says that if it hadn't been for the job she would not have left. Although she sees returning to study as a possibility it is not a likely one now she is in debt. She would not be able to consider it for a few years.

Sara would also like to travel but again money is a problem. Sara says she does not have many social activities. She has a steady boyfriend and they go to a disco in the city occasionally. She says there is not much on locally.

The only course Sara has done since leaving school is a first aid certificate through the pony club. She does some riding teaching through the pony club and privately. Sara has three horses of her own and believes that she will achieve what she wants to, in life, mainly through her horses.

Sara thinks that they teach you "a lot of garbage" at school. She says she hasn't used most of it. She feels they should teach more about life.

SUE

Sue left school at the end of 1978 and went to a technical college in the city. She completed a certificate course in shorthand and typing.

Sue says she liked the course and did well at typing. Her main complaint is that it didn't help her get a job.

After six months unemployment she got a secretarial job with a roofing manufacturer. A friend of hers left the job and she applied. It was a trial position and was subsidised. After three months Sue got sick, was off work and was then put off. She has not had a job in the last nine months.

When interviewed Sue was on an EPUY course. She said this was her second EPUY course with a months break between the two. She had to get special permission to do the two courses.

She disliked being unemployed. She says it gets so boring "it drives you up the wall". She says you feel as if you are just wasting time. She applied mainly for jobs in the city as there were few available locally. She could travel to the city daily and had an Aunt she could stay

with if necessary. She said C.E.S. were helpful if she visited them but didn't notify her of one single job themselves. Now, on the EPUY course they have been encouraged to ring CES and recently they have told her of several vacancies. While unemployed she had two job interviews and one job where she was given a few days trial, "but the other girl got it".

Sue likes the EPUY courses because it is something worthwhile to do. As well its something to show employers. She says she liked the last course best because there is too much work and not enough free time at present. She does maths and English worksheets, regular typing practice to keep her speed up, shorthand, sewing, woodwork and cooking. They go to the city to find out about jobs.

She heard about the course from the CES but missed the interview. The course organisers then rang her, so she came along. Although she has a car she can't afford the petrol so she comes on the school bus.

Sue is interested in other courses. She heard that they were starting a Year 11 course at a local independent school and she thinks she might do that next year.

Sue says she used to "mess around" at school and so didn't do well. She feels that she has grown up more now and was more responsible at the technical college. However she says that qualifications don't make much difference in the end, as its usually the people who know the boss who get the jobs.

TRUDY

Trudy originally had a part-time job in a greengrocer's shop in her local town. After six months the business changed hands and she was put off. She then got a job in a restaurant in a nearby town. She stayed there 12 months and was put off after a dispute with her employers.

She was unemployed for a month and then got a casual job with a local bakery. She works unusual hours - in the afternoons and 12 hours on Thursday, Friday and Saturday and every second Saturday off. She likes the job, particularly the people she works with.

Trudy says she liked the restaurant job least as she didn't get on with the owners. She says she is still looking for other jobs. She would be interested in a job in the city as she has a friend she could flat with, but she hasn't had time to look for jobs there.

Although Trudy occasionally considers the type of job she was interested in at school (nurses aide or child care) she believes she did the right thing in leaving. "Work is much better than school, for sure!", she says.

Trudy believes she has changed since she left school. She says she is no longer shy and is game to stick-up for herself. She says that working has helped most, as she has got to know more people.

She does not have a steady boyfriend at the moment although she had had one for the last two years. She goes to the few discos that are on locally. She doesn't play or watch sport, her main interests being listening to music and reading.

Trudy would not want to be married for several years yet. She says she likes being free. She would love to leave home and says her mother would be glad to see her go. She has a car which she can only just afford to run. She would also like to travel.

Trudy hasn't taken any courses. She doesn't think that her education has been of much use to her. She says she can't remember half of it. She says she had almost no advice about jobs and the school should have done more in that field.

APPENDIX C

QUESTIONS ASKED OF EMPLOYERS

1. Why did you originally decide to employ someone in this job?
2. How was it advertized?
3. Was it subsidized?
4. What does the job entail?
5. What kind of person were you looking for?
6. How many applicants for this job?
7. What was your overall impression of them?
8. Why did X get the job?
9. What process did you use to select her?
10. What practical skills did you have to teach her? (e.g. Maths/Eng/Language)
11. What social skills? (teamwork/communication)
12. Do you feel any of these should have been taught at school?
13. Did X begin the job with any skills which you were not expecting?
14. Did X, unexpectedly, fail to acquire certain skills?
15. How would X rate in these areas - motivation, application to work, approach, teachability, presentation, willingness to take orders, initiative?
16. How would most young employees rate in these areas?
17. What would you expect of a new employee?
18. Do young people generally measure up?
19. How much chance do you have of choosing good employees in the present climate?
20. How would you summarize X's attitude to this job?
21. Would you say that X is really suited to this job?
22. Is she capable of more challenging employment?
23. Is she working above her capabilities?
24. How long do you think X will stay at this job?
25. What factors determine whether an employee will stay?
26. Why did you decide to employ a young person in this job?
27. Do you usually employ juniors?
28. Would you ever employ a young married girl?

29. If a young female employee married, would you encourage her to leave?

30. What do you think about young people's attitudes to work?

31. Do you think there are unrealistic expectations of employers by the community?

32. What are the chances of advancement in this job?

33. Are there any improved opportunities associated with having had this job?

34. Is there any further training X could do to improve in this job?

35. Is there any course X could have done to be better in this job?

36. Is there any course you would like to see provided to prepare people better for employment in your business?

37. Who should provide this course?

38. Would having H.S.C. be an advantage in this job?

39. Do you feel school adequately prepared X for employment?

40. How would you change schools?

For leavers who had terminated employment

41. Why did X leave this job?

42. What factors led to this?

43. Could this have been prevented?

44. What kind of job is X most suited to?

45. What advice would you give to X in future employment?

46. Have you found a more suitable replacement?

47. After employing X yourself, would you agree with the last employer (termination)?

48. If X left, would you employ anyone else in this job?

49. Do you think country school leavers are better/worse off than those from the city?

50. Do country school leavers have any special problems?

51. Do country employers have any special problems?

APPENDIX D - Rex Stoessiger, School Leavers in Country Areas, (Education Department of Tasmania, Hobart 1980).

7. FINDINGS AND RECOMMENDATIONS

7.1 Summary of findings

(i) The employment situation. The employment situation facing rural school leavers is grim. Six months after leaving school, 23% of Western Australian leavers and 30% of Tasmanian and Queensland leavers were unemployed. A little over half of the leavers had full-time, permanent jobs and the interviews indicated that those employed casually (the majority in seasonal work) were likely to be unemployed within two to three months.

(ii) Special problems of female leavers. The situation of female leavers in rural areas is particularly bad. In the Western Australia regions, nearly all the unemployed leavers are females. In Tasmania and Queensland they make up nearly two-thirds of the unemployed.

Whereas males obtain jobs as apprentice craftsmen, there are few local permanent jobs for females other than as shop assistants. Even these are likely to terminate when the leaver turns 18. Yet there is a trend in some areas for those with good school results to leave school and take these jobs rather than continue their education. Those with "average" results are only likely to get seasonal work or become unemployed.

When they are unemployed, the females (much more than the males) are largely isolated. They have little contact with their friends or centres for unemployed. Their major activity is doing housework. Not surprisingly they very much want to work and the interviews revealed examples of females accepting unpleasant, casual and even voluntary jobs. The females have access to only the narrow range of jobs which have been regarded as "traditionally female" occupations. There are few employment, training or apprenticeship schemes which involve females in rural areas.

(iii) Retention in full-time education. The Tasmanian students studied were much more likely to leave school after Year 10 than those in Queensland and Western Australia.

When the rural areas are compared with the States as wholes the proportions continuing to Year 11 in both Western Australia and Queensland are slightly lower. There is a much greater discrepancy in Tasmania with the rural areas having little over half the Year 11 retention of the whole State.

The Tasmanian situation could not be explained by a general lack of educational provision, a poorly educated population, lower economic status, or by poorer academic performance.

The most convincing explanation is that the termination of Tasmanian schools at Year 10 and the necessity to move (or travel) to the city for Year 11 studies discourages a significant proportion of the Tasmanian students from continuing with their education.

Thus, the rural Tasmanian students suffer a double disadvantage. Firstly, they must move to a different institution to continue beyond Year 10. Secondly, they have poor access to these institutions. The larger proportion continuing to Year 11 in Western Australia is possibly due to the availability of alternative and terminating courses.

(iv) The desire to work. The school leavers want work. Some had made large numbers of unsuccessful job applications. Examples were noted of hundreds of young people applying for particular jobs. Any suggestion that the high rate of unemployment in these rural areas is a reflection of a "dole bludger" mentality is ruled out by their efforts to find work and because only a little over half the unemployed leavers were on unemployment benefits. Over a fifth of them had not even applied for benefits.

(v) Desire to remain in country areas. Two thirds (or more) of the males and over half the females originally surveyed indicated a desire to work in country areas. Between 10% and 13% of the school leavers indicated that they had moved to get employment. Of the rest, Western Australian leavers find work near home, if anywhere, while proximity to larger centres allowed considerable numbers of Tasmanian leavers to work in large towns or cities without moving from their areas. This also appeared to be the case in the Mackay Region in Queensland. The potential school leavers liked their home areas and could see few disadvantages apart from a limited social life.

The evidence suggests that if students are forced to leave their areas to obtain employment or continue their education, many will choose to remain in the country and discontinue their education or accept low-status jobs.

(vi) Disenchantment with school. The survey data indicates that a substantial number of leavers were disenchanted with school and this was mentioned in many of the interviews. Although many students indicated that they had a reasonable expectation of being unemployed, they left school anyway.

(vii) Understanding of jobs. The potential leavers had much less of an understanding of the job they expected for themselves than they had of their parents' jobs. This suggests that there are considerable opportunities for school transition programs to improve students' knowledge of likely jobs either through work experience, work observation or by providing more information.

(viii) School transition advice Leavers obtained their careers advice largely from parents and family. Careers teachers, guidance officers and other teachers were less consulted and their advice was less valued. The interviews indicated that few leavers had consulted a careers teacher on a regular one-to-one basis.

The study revealed very few examples of schools assisting their students after they had left. Leavers had not consulted careers or other teachers since the end of school.

(ix) Work experience. Work experience proved valuable to leavers who had participated in it. Although it was usually available in schools, a surprising number of leavers had missed out.

(x) Finding work. The major methods of finding employment were by a direct approach to employers or by way of relatives and friends. Having the right personal contacts seem to be very important in finding a job.

Agencies such as C.E.S., which are not able to maintain a permanent presence in rural areas, are not very useful to school leavers. The only group to make any use of the C.E.S. are those still unemployed, possibly because they are forced to by the "work test".

(xi) Employment obtained. In all three States a craftsman's job (apprenticeship) was most preferred, but only in Western Australia was that preference readily obtained. Clerical work, shop assistants jobs and labouring (farm and other) were the other major employment categories. However, only the former was stated as the preference of a significant group of leavers.

A very large majority of the employed leavers liked their jobs.

(xii) Unintended stayers. A considerable number of students who indicated that they planned to leave school actually returned to school the following year. A large number of these are active in the job market and would seem to be latent unemployed.

(xiii) Disadvantaged country areas. The three disadvantaged country areas in this study (the Huon, Burnett and Outer Wheatbelt regions) did not present more problems than the other areas. The assumption that areas with low socio-economic status or that very isolated regions will have students who are poorer in basic skills and who encounter more difficulties on leaving school, is not supported by this study.

(xiv) Among the school leavers, the study has identified an "at risk" group for unemployment. They are less definite about their job plans and more likely to expect to work in traditionally "female" areas. They know it is likely that they will end up unemployed and see themselves as only having a "fair" chance of success in the future. The life chances of these young people have been seriously curtailed even before they leave school.

7.2 Recommendations

The recommendations that follow do not apply to any one State and are not restricted to educational bodies. They should be regarded as a list of possible actions for schools, community groups and Government bodies at all levels.

(a) Rural secondary schools should:

(i) make major efforts to improve the employment prospects of their female leavers. This could include -

* encouraging girls to seek careers via apprenticeships;
* encouraging girls to take trade courses. This also requires girls to study mathematics and science at the highest levels;
* provision of a wide range of non-traditional employment models. For example, schools could bring females who are working in trade and craft areas to work in the school; and
* schools must enlist the support of parents, employers, unions and local community groups to promote the idea that girls should be employed in non-traditional areas.

(ii) develop comprehensive transition programs designed to facilitate a smooth transition of students from school to the variety of situations they will experience in adult life. As part of this program schools could -

* "follow-up" their ex-students on a regular basis. This will provide the necessary basic data on which the transition program can be built and may reveal opportunities where schools can directly help their leavers;
* take the initiative to see that careers teachers etc. are available to help unemployed leavers with careers information, job applications, etc.;
* ensure that work experience is part of the core curriculum of potential school leavers. Experience of further education facilities should also be provided;
* maintain accurate information about a wide range of occupations, the supply and demand for jobs and the range of higher secondary, technical and external studies courses available to students. This should include details of scholarships and allowances available to students and their parents; and
* accept that students receive most of their transition advice from their families and their adult friends and so should ensure that a considerable amount of careers advice is given to parents and the community at large.

(iii) develop less "subject" orientated programs, more directed towards preparing students for post-school life, including the following:

* Pre-employment courses in Year 11 such as the Western Australian alternative and terminating course which may be associated with the higher Year 11 retention rates in that State;
* pre-apprenticeship courses at Year 11 level, especially for girls; and
* "link" courses with further education institutions.

(b) The Schools Commission should:

(i) focus attention on the problems of female school leavers by -

* sponsoring a national conference on this topic;
* establishing a multi-interest group to produce recommendations and action proposals for schools, Governments, etc.;
* commission further research to investigate the social consequences of unemployment for the girls studied; and
* fund some pilot developmental projects aimed at encouraging rural schools, female students and communities to take a wider view of suitable female employment.

(ii) re-examine the concept of rural disadvantage. It may be necessary to regard all rural areas as disadvantaged and to ensure that all get additional funding either concurrently or sequentially;

(iii) prepare and present a case to the Commonwealth Government to -

* tackle rural disadvantage on a wider scale;
* undertake initiatives that are particularly designed to assist rural school leavers; and
* undertake special programs for girls.

(iv) closely monitor the OECD/CERI project on Education and Local Development to find ways in which the education system, including the Commission itself, can contribute to development in rural areas; and

(v) commission research into how the nature of local areas affects student decision-making and aspirations for further education and careers and how students can be encouraged to take the widest possible view.

(c) The TAFE Council of the Tertiary Education Commission should:

* sponsor a special project designed to attract female rural school leavers into further education courses;
* give additional financial support to state authorities for the provision of technical and further education in rural areas; and
* commission a research project aimed at finding the most appropriate ways to provide technical and further education to rural communities.

(d) The Commonwealth Minister for Education should establish a high-level working party to examine and recommend on ways of implementing a "Youth Guarantee" or some similar scheme that ensures that acceptable post-school roles (e.g. work, further study, additional work experience, community service or some combination of these) are available to all school leavers.

Only the implementation of a scheme such as this seems capable of significantly alleviating the plight of rural school leavers.

(e) The Commonwealth Employment Service should maintain a presence in all rural areas. In many centres, it may be possible for the local school to provide office space and facilities for the mutual benefit of both students and the C.E.S.

(f) Commonwealth Transition Programs (including the transition from school to work program and the Education Program for Unemployed Youth) should:

* be largely aimed at leavers with the greatest need (e.g. rural females);
* include specific projects aimed at reducing the isolation of rural school leavers;
* include projects designed to encourage the employment of female leavers in non-traditional areas; and
* include projects which lead directly to the employment of rural school leavers.

(g) The Commonwealth Department of Employment and Youth Affairs should:

* ensure that vocational information and counselling is available to parents and the community in general, as well as school leavers.

(h) The Commonwealth Government should:

* initiate job creation, job sharing and other schemes designed to make more work available;
* locate appropriate sections of the public service in rural areas;

* develop financial measures to reduce the economic pressures on single income families;
* offer additional incentives to encourage employers to apprentice school leavers with the greatest need (e.g. rural females);
* support industries that employ numbers of young females in rural areas;
* require Government departments to explicitly recognise their roles in rural areas and to have policies aimed at assisting local development; and
* encourage industries to move to rural areas to employ the pool of young workers available there.